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An Evaluation of the Teacher Preparation Program at Central Washington College of Education

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AN EVALUATION OF THE TEACHER PREPARATION PROGRAM
AT CENTRAL WASHINGTON COLLEGE OF EDUCATION

A Thesis
Presented to
the Faculty of
Central Washington College of Education

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
George B. Worthington
August 1957

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CHAPTER I

INTRODUCTION

The problem of seeing to it that teachers are prepared to do an adequate job in the process of preparing school children for their eventual place in society is forever present. This problem is of particular importance to the teacher training institution which has the opportunity and the obligation to do as much as time and human frailties will allow.

Importance of the study. The teacher is more than a classroom operative. He must be considered as a personality and as having responsibility for several kinds of activities. He is a (a) director of learning; (b) friend and counselor of pupils; (c) director of extracurricular activities; (d) member of a school staff; and (e) member of the community.¹

It is most important that every candidate for a teaching position be prepared to do an adequate job of teaching in that position, when appointed. This is pointed up even more so by the public's interest in the

¹William H. Burton and Leo J. Brueckner, Supervision; a Social Process (New York: Appleton-Century-Crofts, Inc., 1955), p. 317.

school especially when that interest is aroused by such entrenched academic interests and thinking as expressed in The Quackery in the Public Schools by Albert Lynd, The Conflict in Education in a Democratic Society by Robert Hutchins, Educational Wastelands: The Retreat from Learning in Our Public Schools by Arthur Bestor, and Why Johnny Can't Read and What You Can Do About It by Rudolf Flesch.

It thus seems reasonable to assume that the beginning teachers, in analyzing and evaluating their strengths and weaknesses which reflect the college preparatory program, and in making suggestions for improving that college preparation in light of the aforementioned strengths and weaknesses, should have something of definite worth to contribute to an effort to meet the criticism of teachers and teaching methods today. The same can be assumed for the worth of the opinions of the supervisors of these beginning teachers.

Central Washington College of Education, Ellensburg, Washington is one of three state teacher colleges of Washington. The college administration is very much interested in collecting data that would serve as a basis for improving the program of teacher education. It was with this objective in mind that this project was undertaken.

Statement of the purpose. It was the purpose of this study (1) to establish the strengths and weaknesses of beginning teachers as seen by themselves and by their supervisors; (2) to compile suggestions of the beginning teachers and their supervisors for the improvement of the college preparatory program made in the light of the reported strengths and weaknesses; and (3) to analyze the reported strengths and weaknesses of beginning teachers and the suggestions for improvement for the specific purpose of making recommended changes in the teacher preparation curriculum.

I. DEFINITION OF TERMS USED

Supervisor. Throughout this report the superintendent, principal, and teacher-supervisor are referred to as supervisors.

Beginning teacher. As referred to throughout this report, the beginning teacher is in his first or second year of experience.

CHAPTER II

REVIEW OF THE LITERATURE

It is the purpose of this chapter to set forth the findings of past research which have attempted to establish criteria for evaluating beginning teachers and teacher preparation and past studies which have attempted to locate the strengths and weaknesses of beginning teachers.

I. RATING AND EVALUATION CRITERIA

Many parents and educators are concerned about the effectiveness of our teacher-education programs. We owe it to them and their children to provide teachers who meet the requirements of adequate training and personality development. Can we evaluate teacher-education programs and procedures so as to discover whether or not we are producing the kind of teacher we want and need? Over a period of years, evaluation of teacher-education programs and procedures and teacher personality has been participated in by (1) students, (2) teachers, and (3) selected committees. Although no final conclusions are apparent, there perhaps is some agreement concerning personal and professional qualities and attitudes that should be developed among our young men and women who expect to teach our children.

In his Evaluation in Teacher Education, Crow¹ lists three general areas of qualities which we might wish to include in an evaluation of teachers. These areas are: (1) personal qualities; (2) professional qualities; and (3) attitudinal qualities.

Further breakdown of each of these areas would include such specifics as: (1) personal qualities -- intelligence, good health, good speech, flexibility, integrity, emotional stability, cheerfulness, courtesy, ability to get along with people, ability to do creative thinking, kindness, cooperativeness, sense of humor, patience, sincerity, and enthusiasm; (2) professional qualities -- ability to develop pupil self-control, ability to direct pupil study, ability to maintain pupil interest, ability to measure achievement, ability to sponsor out-of-class activities, ability to stimulate thinking, ability to use community resources, ability to master improved teaching techniques, ability to use special teaching aids, ability to manage the class, ability to motivate work effectively, and ability to ask questions that stimulate thinking; and (3) attitudinal qualities -- a good democratic orientation, an objective, analytic attitude,

¹Lester D. Crow, "Evaluation in Teacher Education," School and Society, 77:276, May 2, 1953.

sense of social responsibility, balanced avocational interests, consideration for the feelings of others, appreciation of the scientific method, interest in continued self-improvement, a positive outlook on life, enthusiasm for teaching as a profession, and pride in the profession he has chosen. Also, the well trained teacher should understand children and individual patterns of development as well as the learning process. He should be accurate in observation and reporting and careful in his use of cumulative records.

Many methods of teacher evaluation follow the procedure of selecting excellent leaders by their possession of certain personality and social traits such as enthusiasm, originality, considerateness, cooperation, etc.

The most extensive study of this type has been The Commonwealth Teacher-Training Study² which lists the twenty-five most important traits found among excellent teachers: adaptability, attractiveness, breadth of interest, carefulness, considerateness, cooperation, dependability, enthusiasm, fluency, forcefulness, good judgment, health, honesty, industry, leadership, magnetism, neatness, open-mindedness, originality, progressiveness, promptness, refinement, scholarship, self-control, and thrift.

²W. W. Charters and Douglas Waples, The Commonwealth Teacher-Training Study (Chicago: University of Chicago Press, 1929), p. 18.

The Teacher Rating Scale employed by Central Washington College of Education³ in evaluating student teachers provides for measuring Personal Competency and Teaching Competency.

The Personal Competency area is subdivided as follows: (1) physical characteristics--appearance, voice quality, health and vitality and (2) professional attitudes and abilities--initiative - self-direction, dependability - reliability, leadership - forcefulness, enthusiasm - interest, understanding, poise - self-control, adaptability, mental ability - judgment, self-evaluation ability, attitude toward suggestions, social participation.

The Teaching Competency area is subdivided as follows: (1) pupil guidance--classroom management, pupil-teacher relationships, pupil participation, stimulating and directing learning, assignment skill, socialized recitation skill, pupil diagnosis - evaluation and (2) planning learning activities--selection and organization, provision for individual differences, instructional materials, teacher responsibilities - scholarship, oral expression, room environment, and equipment care.

³Central Washington College of Education, Teacher Rating Scale (Ellensburg, Washington: Central Washington College of Education).

Martin⁴ grouped habits and qualities needed for success in teaching into personal and professional areas. The personal habits and qualities included: (1) physical and mental health; (2) mental habits; (3) cultural and social adequacy; (4) ethical standards; (5) voice and mechanics of speech; (6) use of English; (7) personal impression; and (8) special abilities.

The professional habits and qualities included: (1) class instruction; (2) instructional planning; (3) comprehension of objectives; (4) adequacy and utilization of scholarship; (5) knowing and understanding the pupil; (6) pupil's achievement; (7) classroom administration; and (8) professional growth.

Professional characteristics necessary for successful teaching, according to Fay⁵, are: (1) pride in being a teacher, selection of teaching as a life-time profession, not as a stepping stone; (2) recognition of the importance of the children and of the relationship of their welfare to the general good of the profession; (3) understanding

⁴Lycia O. Martin, The Prediction of Success for Students in Teacher Education (New York: Teachers College, Columbia University, 1944), pp. 29-30.

⁵Raymond J. Fay, "Professional Characteristics," The Education of Teachers--as Viewed by the Profession, Official group reports of the Bowling Green Conference, (Washington, D. C.: National Education Association, 1948), p. 231.

of the meaning of loyalty to the profession and to the welfare of the members of the profession; (4) understanding of the desirability for cooperative procedures in promoting the good of the profession and willingness to participate in professional organizations to improve education and to assist in eliminating conditions detrimental to the educational welfare; (5) observance of the code of ethics and willingness to assist in its enforcement; (6) interest in encouraging promising students to make teaching their lifetime work; (7) sincere belief in education as the means of promoting the common good; and (8) recognition of the desirability of continued educational growth and a view of education as a continuing process.

In examining the functions of laboratory experiences and student teaching, Brooks⁶ found the following characteristics and qualities to be expected outcomes which are necessary for success in teaching: (1) to help the prospective teacher see more clearly the purposes of education; (2) to give the prospective teacher genuineness of purpose in the over-all aspects of his professional preparation; (3) to develop understanding and skill in

⁶Mary K. Brooks, "Laboratory Experiences and Student Teaching," The Education of Teachers--as Viewed by the Profession, Official group reports of the Bowling Green Conference (Washington, D. C.: National Education Association, 1948), pp. 239-40.

human relationships with individual pupils, groups, colleagues, and members of the community; (4) to help the prospective teacher develop skill in the processes of democratic planning and policy-making in school and society; (5) to provide opportunity to develop the ability to organize and guide effective learning situations; (6) to develop teaching skills; (7) to provide an orientation into the technical and routine activities related to school records, reports, and administrative regulations; (8) to develop a consciousness of professional responsibilities, ethics, and opportunities; (9) to help the prospective teacher, in cooperation with his advisers, identify his strengths and weaknesses and plan the next steps in his professional program more intelligently; (10) to provide a practical, continuing basis for counseling, guidance, and selection; and (11) to develop self-confidence and the emotional stability that go with professional competence.

The Dekalb Conference⁷ reports the following teacher functions: (1) taking charge--initiating, organizing, directing; (2) curriculum-making; (3) explaining--showing

⁷National Commission on Teacher Education and Professional Standards, Defining Teacher Competencies (Report of Special Group A, The Dekalb Conference, 1955, Washington, D. C.: National Education Association, 1955).

how; (4) clarifying thoughts, beliefs, feelings; (5) group unifying--zestful, productive group work; (6) security giving--developing good classroom morale; (7) diagnosing--seeking causes of behavior; (8) recording, evaluating, and reporting; (9) developing a room--the housekeeping aspect of teaching; (10) school wide responsibilities and involvement; (11) relating school and community; and (12) professional and social living.

The Conference reports that to meet these functions properly, the competent teacher is: (1) intelligent--intellectually capable of translating theory into effective practice, and intellectually curious; (2) socially adequate--understands social forces operating in the world today, understands the social structure of his community, can work well with others--the child, the parent, the community, and professional colleagues; (3) personally desirable--likes to work with children, demonstrates a warm, outgoing personality, inspires emulation by children, is emotionally mature, physically fit, patient, and understanding; and (4) professionally able--determines goals, plans, organizes and executes effective instructional practices to achieve his goal, plans, organizes, and follows through these plans with his students--possesses and demonstrates a high level of subject proficiency, maintains loyalties, dedicates his talents and service to

the welfare of his profession.

In conclusion, the Conference reports the competent teacher does: (1) to be intelligent--complete professional requirements for entrance into the profession, apply what he learns to classroom situations, continue to grow professionally throughout his teaching career, does simple classroom research; (2) to be socially adequate--keep abreast of current happenings on a broad level, display a respect for and a willingness to work with the different groups within the community, subordinate self-interest to the good of the whole; (3) to be personally desirable--manifest his genuine interest in children by taking each child as he is and helping him to develop his maximum potentialities, invites confidence without infringing on the independence of the child, shows by his behavior and attitudes that he exemplifies the moral and spiritual values which children can safely emulate, and inspires the child to be a healthy, self-respecting and self-directing individual; and (4) to be professionally able--set up goals, locate adequate materials, utilize materials and techniques to achieve these goals in terms of the child's interests, needs and abilities, stimulate creativeness and the desire to achieve high standards of performance in the child leading to helpful and constructive activities and attitudes, accept his privileges and responsibilities for

helping to mold and carry out school policies, actively participate to improve the qualities and services of his profession, is adequately informed and appreciates the implications of the profession.

If we agree that young men and women who are the products of our teacher-education programs should possess the characteristics described, then effective evaluation techniques should be applied continuously during the period of training. To the extent that programs of teacher education become increasingly geared to meet the teaching and learning needs of our present and evolving society, will we succeed in producing teachers who will be qualified to guide children and young people toward the possession of attitudes and habits of behavior that are consistent with effective citizenship, not only in our own country but also in the world at large.

II. PAST STUDIES

In a recent study by Wellbank⁸ of beginning high school teachers in Illinois, an attempt was made to discover whether teaching fields had any relationship to the numbers and kinds of problems which these high school

⁸Harry L. Wellbank, "Problems of High School Teachers," The Journal of Teacher Education, 4:211-12, September, 1953.

teachers experienced.

The six most important problems of all the teachers, regardless of area, in order of rank were: (1) caring for individual differences; (2) motivating students; (3) securing and using teaching aids; (4) planning instruction; (5) maintaining discipline; and (6) helping pupils develop initiative.

There seemed to be a core of problems which every teacher faced: (1) caring for individual differences; (2) planning instruction; (3) motivating students; (4) maintaining discipline; (5) securing and using teaching aids. The other problems seemed to be important variables that depend on the subject-matter field. Among these variables in order of importance are: (1) helping pupils develop initiative; (2) developing methods of evaluation; (3) classroom management; (4) heavy teaching load; (5) using supplementary materials; (6) classroom presentation; (7) school routine outside of class; and (8) personal relations with pupils.

Bachman's⁹ investigation of recognized difficulties of a selected group of beginning elementary teachers

⁹Lucy Bachman, "Problems of a Group of Beginning Elementary Teachers as They Relate to Pre-Service Preparation and In-Service Training," Studies in Education, 1952, (Thesis Abstract Series, School of Education, Indiana University, Bloomington, Indiana, 1953), pp. 15-18.

and the beginning teacher's evaluation of his pre-service preparation in the light of his present teaching situation reveals much worthwhile information.

The following findings seem pertinent. From the group of sixty-four beginning teachers interviewed for this study the greatest number of recognized problems, 72 per cent, were concerned with teacher-pupil relationships. It was only in this area, also, that each teacher recognized at least one difficulty. The seven classroom problems with greatest frequency were: (1) individual problem children; (2) the teaching of reading; (3) discipline; (4) the wide range of ability in the group; (5) the physical environment; (6) the lack of materials and equipment; and (7) the teaching of social studies and science. These seven problems constituted 59 per cent of all recognized classroom problems.

Second in frequency were difficulties in the area of teacher-parent relationships, although they comprised only about 10 per cent of all difficulties mentioned by the beginning teachers. The most frequent problem of teacher-parent relationships was that of reporting pupil progress to parents.

Difficulties were recognized in the teacher-principal classification, centering about the lack of help given by the principal to the beginning teacher.

Problems also appeared in the areas of teacher-teacher difficulties, teacher-supervisor relationships, and teacher-community problems.

When asked to state the one teaching problem among all which he considered the most serious, each of the sixty-four beginning teachers named a problem concerning teacher-pupil relationships. "Discipline" occurred with greatest frequency with "individual problem children", "wide range of ability", "seatwork", "physical environment", and "the teaching of reading" following in that order.

The six difficulties listed above comprised 70 per cent of the total.

A large majority of the beginning teachers felt that their general education preparation was of great value to them in their teaching. The amount and variety of course offerings were pointed out as strengths of the general education program. The professional education courses which were considered of most value to the beginning teachers were those which provided many direct experiences in working with boys and girls, and those which were thought to be practical, concrete, and applicable to classroom teaching.

The following conclusions seem of value: (1) the types of difficulties that are encountered most often by

beginning teachers are difficulties concerned with teacher-pupil relationships; (2) beginning teachers encounter relatively few problems in working with other teachers, working with the supervisor, or adapting to the community; (3) beginning teachers, principals, and supervising teachers are in agreement with respect to the nature of the teachers' most serious problems--those pertaining to work in the classroom; and (4) strengths and weaknesses in personal characteristics are not recognized by beginning teachers to the extent that these points are recognized by school principals.

A problem based upon the assumption that professional education courses provide learning experiences, which purportedly prepare students to cope successfully and confidently with the problems they will encounter as teachers, offers much. Bell's¹⁰ study to discover the relationship between the learning experiences which beginning teachers had as students in professional education courses at Ball State Teachers College, Muncie, Indiana and the problems they encountered in teaching indicates

¹⁰Robert P. Bell, "The Relationship Between the Problems Encountered by Selected Beginning Business Teachers and the Learning Experiences Provided in Their Professional Education Courses," Studies in Education, 1952, (Thesis Abstract Series, School of Education, Indiana University, Bloomington, Indiana, 1953), pp. 35-40.

that the difficulties, deficiencies, and unfavorable conditions which the beginning business teacher were encountering were numerous and varied widely in nature.

Problem areas in which the learning experiences had been inadequate in quantity and scope were: (1) objectives of secondary education and the relationship of business education to general education; (2) the relationship of the objectives of business education and of secondary education to specific teaching procedures, curricular practices, needs of pupils, and administrative policies; (3) pupil-teacher relationships conducive to good learning, particularly those established during the first few weeks in an initial teaching position; (4) motivation, with particular regard to adjusting subject matter and teaching methods to the maturity level, interests, and needs of the pupils; (5) test results, with reference especially to their interpretation and use in the determination of grades; (6) textbooks, especially as to selection, purposes, and effective use in instruction; (7) conditions within the schools, particularly budget allotments for visual aids, administrative policies, and adequate blackboards and bulletin boards; (8) organization and management of time so as to provide adequately for both teaching and non-teaching activities; and (9) responsibilities and activities of school administrators--understanding their

extent and complicated nature.

The five problem areas in which the learning experiences provided had been ineffective were: (1) instructional activities, with particular regard to planning, selection, and use of effective learning activities in the classroom; (2) lesson plans, especially relative to determining the elements of which they are comprised, the need for lesson plans, and their effective use; (3) instructional materials, particularly in regard to their organization and purposes and their effective use in teaching and learning; (4) general teaching procedures, with particular regard to the basic principles of developmental questioning, directing group discussions, diagnosis, and prescription; and (5) measurement of progress and achievement, with special reference to test construction, test administration, testing programs, and functions and uses of tests and measurement devices.

The problem areas judged as being both inadequate and ineffective in learning experiences were: (1) educational psychology, especially in regard to discovering, understanding, and interpreting the interests, general capacities, and special abilities of pupils as a basis for effective instruction; (2) adequate physical facilities and conditions, especially with reference to space allotment, lighting and ventilation, and buildings and classrooms;

and (3) instructional materials other than textbooks, with particular regard to selection, utilization, sources, and development of materials to meet special needs of pupils and classes.

Ninety-five secondary school beginning teachers who graduated from Appalachian State Teachers College, Boone, North Carolina in 1948 and who were doing their first year of teaching during the school year of 1948-49 and seventy-eight supervisors who were responsible for the supervision of these teachers were used by Wey¹¹ in a study of the difficulties of student teachers and beginning teachers in the secondary schools as a basis for the improvement of teacher education.

The combined student-teacher and beginning-teacher difficulties involved the following general areas: (1) overcoming or adjusting to deficiencies in professional attitudes and traits, personal handicaps, and general teaching personality; (2) solving or adjusting to problems in planning, instructional techniques, directing special activities, developing desirable educational habits and

¹¹Herbert W. Wey, "A Study of the Difficulties of Student Teachers and Beginning Teachers in the Secondary Schools as a Basis for the Improvement of Teacher Education with Particular Reference to the Appalachian State Teachers College," Studies in Education, 1950 (Thesis Abstract Series, School of Education, Indiana University, Bloomington, Indiana, 1951), pp. 132-38.

skills in pupils, evaluating pupil achievement, classroom management, pupil control and guidance, directing extra-curricular activities, professional growth and improvement, relationships with adult associates, and the teaching assignment; and (3) solving or adjusting to problems in living conditions, social, religious, and recreational activities of the teachers, and the interest or lack of interest of the community in its school.

According to the composite reports of beginning teachers and their supervisors, nearly one-half, or 47.2 per cent, of the difficulties beginning teachers encountered in their first year of teaching were related to only nine of the specific types of difficulties. These nine types of difficulties, ranked in descending order of the number of times they were reported, were: (1) handling problems of pupil control and discipline; (2) adjusting to deficiencies in school equipment, physical conditions, and materials; (3) difficulties related to the teaching assignment; (4) adapting to the needs, interests, and abilities of pupils; (5) motivating pupil interest and response; (6) keeping records and making reports; (7) handling broader aspects of teaching techniques; (8) being able to establish and maintain proper relationships with supervisors and administrators; and (9) lack of ability

or willingness to assume responsibility, to be original,
or to exercise initiative.

CHAPTER III

PROCEDURE USED IN THE STUDY

In order to establish the strengths and weaknesses of beginning teachers it was first of all necessary to establish an appropriate sampling. Two hundred nine graduates of Central Washington College of Education, Ellensburg, Washington, were selected for the study. These graduates consisted of those who were (1) doing their first year of teaching and (2) one-half of those teachers doing their second year of teaching. Only those teachers located in the State of Washington were selected because of their availability. It was felt that this sampling would be representative of the total number of beginning teachers. Those who were teaching outside the state constituted so few in number (their addresses, in some instances, were not on file) that their not being considered should be of little, if no, consequence.

This group of teachers was selected because it was felt that their recent training with the college would be fresh in their minds. They would also be cognizant of the problems faced by the teacher in a beginning situation. Thus, it was thought that they should be able to evaluate themselves and their preparation in relation to the demands of their teaching position.

The 209 teachers selected were located in ninety-four school districts. The superintendents of these districts were contacted and asked to appraise these beginning teachers and to make suggestions for improving the college preparation program. This would give them an opportunity to express their opinions of the teacher preparatory program in general and more specifically that offered by Central Washington College of Education. This also allowed them to indicate what they felt were essential characteristics and abilities necessary for beginning teachers.

From the available literature on evaluative criteria, seventeen areas of personal and professional habits and qualities thought essential for all beginning teachers were formulated as the basis of the opinionnaire.

A rough form of the opinionnaire was drawn up and evaluated by local school and college personnel. After this evaluation, the opinionnaire was reconstructed in its finished form (see Appendix).

The Personal Habits and Qualities selected were:

- (1) respects honest efforts and motives of others; straightforward, honest;
- (2) pleasing in general appearance;
- (3) has a keen sense of humor; prompt and cheerful in meeting responsibility;
- (4) speaks and writes clearly and logically;
- (5) at ease in social situations;
- (6)

enthusiastic; has good sound health habits and attitudes; (7) has a clear, pleasant, inspiring voice; free from undesirable mannerisms in speech; and (8) has a wide cultural background in literature, music, art, etc.

The Professional Habits and Qualities selected were: (1) understands basic aims of education and obligation of school to society; (2) uses good teaching practices and methods; (3) seeks to grow professionally; (4) uses daily and long-range planning; (5) knows and uses subject matter; (6) handles discipline problems well; good classroom management; (7) knows and understands pupils; (8) uses student-centered point of view regarding development of attitudes, habits and skills; and (9) participates in community activities.

While it is true that by the very nature of the research these areas are general in nature, it was felt they are specific enough to insure complete coverage of those essential characteristics needed for good citizenship and professional standing.

Initial letters were mailed to teachers and supervisors of these teachers. These letters included a letter of introduction (see Appendix), the opinionnaire form(s) (see Appendix), and self-addressed stamped envelopes. Two weeks later the first follow-up letter (see Appendix) was mailed to teachers and supervisors. A letter from Dr.

Samuelson (see Appendix) to supervisors was mailed a week following. A final follow-up card (see Appendix) was mailed to supervisors only. The number of returns from teachers was so disappointing that efforts were concentrated on securing more returns from supervisors.

A total of eighty-eight teachers reported from fifty-six school districts. This represented an approximate return of 42 per cent from teachers representing approximately 60 per cent of the school districts contacted. This percentage of returns is disappointing. However, it is felt to be of sufficient quantity to be of some significance as an indication of beginning teacher opinions of themselves as individuals and teachers as related to their college preparation.

The data collected were put in table forms summarizing (1) Personal Habits and Qualities (see Table I, page 30); (2) Professional Habits and Qualities (see Table II, page 32); and (3) Teachers' Summary Comments (see Table VII, page 43). These data are analyzed in Chapter IV.

One hundred forty-eight returns on teachers were received from supervisors representing seventy-three school districts. This was an approximate return of 71 per cent of teacher evaluation forms from approximately 78 per cent of the school districts. These percentages

are significantly high to insure a high degree of validity.

The data collected were put in table forms summarizing (1) Personal Habits and Qualities (see Table III, page 35); (2) Professional Habits and Qualities (see Table IV, page 37); and (3) Supervisors' Summary Comments (see Table VIII, page 54). These data are analyzed in Chapter IV.

From thirty-nine school districts sixty-four returns were received from teachers and supervisors that were paired. That is, these returns were of the teacher from the teacher himself and from the supervisor. These data were organized into tables under (1) Personal Habits and Qualities (see Table V, page 39) and (2) Professional Habits and Qualities (see Table VI, page 41). A coefficient of correlation was worked out on the basis of favorable responses from teachers and supervisors. A $+0.48$ was derived which, while not high, would seem to be a very reliable coefficient regarding the validity of the data. This correlation, it is felt, is very indicative of the correlation which would have been found if it had been possible to work with a larger number of returns.

In addition to the seventy-three school districts reporting through supervisors there were fifteen additional districts from which only teachers reported. Thus, returns were received from a total of eighty-eight school districts.

This means that approximately 94 per cent of the school districts contacted made some kind of return. This high percentage of returns, it was felt, indicates such a thorough coverage of the schools with Central Washington College of Education graduates that an excellent representation is assured which adds to the validity of the data.

CHAPTER IV

PRESENTATION AND INTERPRETATION OF THE DATA

The data collected during this survey were organized into tables as indicated in Chapter III. For purposes of presentation and interpretation of these data a total of eight tables were made. These include: (1) Summary of Teacher Rating by Teachers; Personal Habits and Qualities; (2) Summary of Teacher Rating by Teachers; Professional Habits and Qualities; (3) Summary of Teacher Rating by Supervisors; Personal Habits and Qualities; (4) Summary of Teacher Rating by Supervisors; Professional Habits and Qualities; (5) Summary of Matched Teacher-Supervisor Ratings; Personal Habits and Qualities; (6) Summary of Matched Teacher-Supervisor Ratings; Professional Habits and Qualities; (7) Teachers' Summary Comments; Personal and Professional Habits and Qualities; and (8) Supervisors' Summary Comments; Personal and Professional Habits and Qualities.

These tabled data are presented in this chapter and for the foundation of this paper.

I. TEACHER RATING BY TEACHERS

Personal habits and qualities. Table I (page 30) presents a summary of personal habits and qualities as

TABLE I
SUMMARY OF TEACHER RATING BY TEACHERS

Personal Habits and Qualities	Frequency of Response			
	Favorable	Unfavorable	Question	Unanswered
Respects Honest Efforts and Motives of Others; Straightforward, Honest	80	1	0	7
Pleasing in General Appearance	74	3	2	9
Has a Keen Sense of Humor; Prompt and Cheerful in Meeting Responsibility	73	3	2	10
Speaks and Writes Clearly and Logically	72	7	2	7
At Ease in Social Situations	72	6	0	10
Enthusiastic; Has Good Sound Health Habits and Attitudes	72	4	3	9
Has a Clear, Pleasant, Inspiring Voice; Free from Undesirable Mannerisms in Speech	70	10	3	5
Has a Wide Cultural Background in Literature, Music, Art, etc.	53	31	0	4

self-rated by teachers. These are arranged in order of frequency of favorable responses (top to bottom of table). It is immediately apparent that teachers give favorable ratings on their own personal habits and qualities in most instances which seems reasonable. In most cases, more than 80 per cent of all ratings were favorable. However, a few unfavorable ratings appear even on these items and there is a tendency for some to question or not to rate themselves.

On some items, however, there were a good many unfavorable ratings. For example, ten teachers rated themselves unfavorably in voice qualities and/or freedom from voice mannerisms while in the rating of cultural background thirty-one teachers (35.2 per cent of the entire group) made unfavorable responses. Where they are less personally threatened it is apparent that teachers can be severe and objective critics of themselves.

Professional habits and qualities. Table II (page 32) presents a summary of professional habits and qualities as self-rated by teachers. They are arranged in order of frequency of favorable returns (top to bottom of table). While most teachers give themselves favorable ratings on their own professional habits and qualities, it is apparent they rate themselves lower, as a group, in

TABLE II
SUMMARY OF TEACHER RATING BY TEACHERS

Professional Habits and Qualities	Frequency of Response			
	Favorable	Unfavorable	Question	Unanswered
Understands Basic Aims of Education and Obligation of School to Society	77	4	0	7
Uses Good Teaching Practices and Methods	76	4	3	5
Seeks to Grow Professionally	76	2	4	6
Uses Daily and Long-Range Planning	75	4	1	8
Knows and Uses Subject Matter	71	4	4	9
Handles Discipline Problems Well; Good Classroom Management	70	10	1	7
Knows and Understands Pupils	68	7	1	12
Uses Student-Centered Point of View Regarding Development of Attitudes, Habits, and Skills	67	4	3	14
Participates in Community Activities	58	15	5	10

these areas than in the areas of personal habits and qualities. Only in five of the nine areas does the percentage of returns run above 80. Unfavorable returns were small in number as were questionable returns on these areas. The unanswered returns were, as a rule, more numerous.

Those areas of teacher-pupil relationship such as discipline, classroom management, know and understanding pupils plus the use of student interests show a somewhat low frequency of favorable returns. While responses to the item, participation in community activities, were considerably below other areas in the number of favorable returns, perhaps this should not be viewed with too much alarm. After all, this survey was made of beginning teachers, most of whom were in their first year of teaching; besides this, the ratings were made early in the spring when possibly the teachers were just beginning to find their place in the school picture and such adjusting to the school situation is in itself a major undertaking. It can hardly be expected of anyone to become an active participating member of community activities over-night. Unfortunately many did not answer at all which perhaps indicates a feeling of inadequacy on the part of these teachers to make a valid rating of themselves in these areas.

II. TEACHER RATING BY SUPERVISORS

Personal habits and qualities. A summary of teacher personal habits and qualities as rated by supervisors is presented in Table III (page 35). The ratings are arranged in order of frequency of favorable returns (top to bottom of table). Supervisor ratings were, on the whole, quite favorable. In all areas but one, cultural background, the favorable responses were 86 per cent or more of the returns. Of course, even these areas had a number of unfavorable returns but no area was exceedingly high. A very few supervisors had any question as to their opinion of the teacher or left the return unanswered.

Cultural background is apparently the area of personal habits and qualities which presents the greatest problem in the eyes of supervisors. Not only were the favorable responses considerably lower (63 per cent of the total returns) than for any other area but the questionable and unanswered responses were considerably higher. This situation is perhaps due to a lack of information in this area about the teachers. Information in this area is not as easily or readily obtained as it is in other areas. Unfavorable responses of only 16 per cent (although this percentage is noticeably higher than in the other areas rated) would tend to substantiate this hypothesis. It seems safe to assume that supervisors, on the whole, know

TABLE III
SUMMARY OF TEACHER RATING BY SUPERVISORS

Personal Habits and Qualities	Frequency of Response			
	Favorable	Unfavorable	Question	Unanswered
Pleasing in General Appearance	141	7	0	0
Enthusiastic; Has Good Sound Health Habits, and Attitudes	140	5	1	2
Respects Honest Efforts and Motives of Others; Straightforward, Honest	133	7	4	4
At Ease in Social Situations	132	11	4	1
Has a Keen Sense of Humor; Prompt and Cheerful in Meeting Responsibility	130	10	4	4
Has a Clear, Pleasant, Inspiring Voice; Free from Undesirable Mannerisms in Speech	130	16	0	2
Speaks and Writes Clearly and Logically	128	15	1	4
Has a Wide Cultural Background in Literature, Music, Art, etc.	92	23	21	12

their teachers fairly well and are satisfied with their personal habits and qualities.

Professional habits and qualities. Teacher ratings by supervisors on professional habits and qualities are summarized and presented in Table IV (page 37). The ratings are arranged in order of frequency of favorable responses (top to bottom of table). On the whole, supervisor ratings of teachers were satisfactory with over 80 per cent favorable responses on most items. However, a few unfavorable ratings appear even on these items and there is a tendency for some supervisors to question or not to rate a teacher on some of the items.

On some items however, favorable ratings fell below the 80 per cent mark. Using student-centered point of view is a unique area. With a favorable response of 114 returns (77 per cent) there were only six returns (4 per cent) unfavorable responses. The favorable responses were low because of questionable and unanswered responses which constitute twenty-eight (19 per cent) of the returns. Community participation received by far the greatest number of unfavorable ratings, 32 (22 per cent). These last mentioned areas also had a relatively high number of questionable responses indicating that perhaps these two areas are particularly difficult to rate because of limited time for observation.

TABLE IV
SUMMARY OF TEACHER RATING BY SUPERVISORS

Professional Habits and Qualities	Frequency of Response			
	Favorable	Unfavorable	Question	Unanswered
Knows and Uses Subject Matter	143	1	2	2
Knows and Understands Pupils	139	7	0	2
Handles Discipline Problems Well; Good Classroom Management	138	9	1	0
Uses Good Teaching Practices and Methods	136	5	4	3
Uses Daily and Long-Range Planning	134	11	2	1
Understands Basic Aims of Education and Obligation of School to Society	128	6	10	4
Seeks to Grow Professionally	127	12	6	3
Uses Student-Centered Point of View Regarding Development of Attitudes, Habits, and Skills	114	6	17	11
Participates in Community Activities	101	32	14	1

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III. MATCHED TEACHER-SUPERVISOR RATINGS

Personal habits and qualities. Table V (page 39) presents a summary of matched teacher-supervisor ratings of personal habits and qualities of teachers. They are arranged in order of frequency of favorable returns from teachers (top to bottom of table). Upon first glancing at the table there appears to be little relationship between the number of favorable responses from teachers and supervisors. Closer observation however, particularly of the unanswered responses by teachers, tends to bring the relationship of favorable responses by teachers and supervisors into sharper focus. In most instances it will be noted that the teachers' favorable responses plus the teachers' unanswered responses will approximately total the favorable responses of supervisors. Perhaps some of the teachers did not feel qualified to rate themselves, thus accounting for the difference for it may be seen that in all but one area did the teachers have appreciably more unanswered responses than supervisors. With this in mind, there seems to be a relatively close relationship, in most cases, of the frequency of favorable responses. In most areas the unfavorable and questionable responses were small in number for both supervisors and teachers. Most areas appear to be rated as being satisfactorily met by the teachers. However, this should not be interpreted

TABLE V

SUMMARY OF MATCHED TEACHER-SUPERVISOR RATINGS

Personal Habits and Qualities	Frequency of Response							
	Favorable		Unfavorable		Question		Unanswered	
	<u>T</u> *	<u>S</u> *	<u>T</u>	<u>S</u>	<u>T</u>	<u>S</u>	<u>T</u>	<u>S</u>
Respects Honest Efforts and Motives of Others; Straightforward, Honest	56	62	1	1	0	0	7	1
Pleasing in General Appearance	54	63	2	1	0	0	8	0
Enthusiastic; Has Good Sound Health Habits and Attitudes	54	62	1	1	0	0	9	1
At Ease in Social Situations	54	57	3	4	1	1	6	2
Has a Keen Sense of Humor; Prompt and Cheerful in Meeting Responsibility	52	61	2	2	0	0	10	1
Speaks and Writes Clearly and Logically	50	57	6	4	0	0	8	3
Has a Clear, Pleasant, Inspiring Voice; Free from Undesirable Mannerisms in Speech	48	59	9	4	0	0	7	1
Has a Wide Cultural Background in Literature, Music, Art, etc.	36	47	22	6	1	3	5	8

*T = Teachers *S = Supervisors

to mean that any area cannot be improved. To the contrary, all areas are in need of improvement.

Cultural background is decidedly below the other areas in the number of favorable responses both from teachers and supervisors. It is readily seen, however, that the teachers give far more unfavorable responses than do supervisors in this area. This may be due to a more critical attitude on the part of teachers or a lack of sufficient information about the teacher on the part of the supervisor.

Professional habits and qualities. A summary of matched teacher-supervisor ratings of professional habits and qualities of teachers is presented in Table VI (page 41). They are arranged in order of frequency of favorable responses from teachers (top to bottom of table). The relationship of favorable responses by teachers and supervisors appears to be close particularly if the reader is again aware of the teachers' unanswered responses in those areas where there appears to be some divergence from this close relationship. It is only in the favorable responses and the unanswered responses that much variance appears between teacher-supervisor ratings. While some responses from both teachers and supervisors were unfavorable or questionable, they were relatively few altogether.

Community participation is the only area with a

TABLE VI

SUMMARY OF MATCHED TEACHER-SUPERVISOR RATINGS

Professional Habits and Qualities	Frequency of Response							
	Favorable		Unfavorable		Question		Unanswered	
	<u>T</u> *	<u>S</u> *	<u>T</u>	<u>S</u>	<u>T</u>	<u>S</u>	<u>T</u>	<u>S</u>
Seeks to Grow Professionally	58	58	0	3	0	1	6	2
Understands Basic Aims of Education and Obligation of School to Society	57	59	1	0	0	1	6	4
Uses Daily and Long-Range Planning	56	60	1	2	0	1	7	1
Uses Good Teaching Practices and Methods	55	58	2	2	3	1	4	3
Knows and Uses Subject Matter	54	61	3	1	0	1	7	1
Handles Discipline Problems Well; Good Classroom Management	52	60	6	3	0	1	6	0
Knows and Understands Pupils	51	61	4	2	0	0	9	1
Uses Student-Centered Point of View Regarding Development of Attitudes, Habits, and Skills	48	56	4	1	2	2	10	5
Participates in Community Activities	48	52	6	7	2	3	8	2

*T = Teachers *S = Supervisors

decided increase in unfavorable responses from teachers and supervisors and here the relationship is close and the total responses few in number. All in all, it appears that teachers and supervisors rate the teacher about alike, particularly in those areas where both feel qualified to do such rating.

IV. TEACHERS' SUMMARY COMMENTS

Personal and Professional habits and qualities.

Teachers' summary comments for improving the curriculum of teacher preparation in general and of Central Washington College of Education specifically, in the areas of personal and professional habits and qualities, are presented in Table VII (pages 43-50). The areas are arranged in a decreasing order of frequency of responses. These frequencies are totaled numerically on the right hand margin of the table for each area, while on the left of the comments is found a numerical breakdown of suggestion frequency.

It is apparent that when the frequency of response is checked against the teacher ratings by teachers (Tables I and II, pages 30 and 32 respectively) there is little relationship between favorable response ratings and the frequency of responses for teacher preparation improvement. It is therefore, almost impossible to draw any conclusion other than that these suggestions should receive merit in

TABLE VII
TEACHERS' SUMMARY COMMENTS

Personal and Professional Habits and Qualities	Frequency of Response
Has a Clear, Pleasant, Inspiring Voice; Free from Undesirable Mannerisms in Speech	45
<ul style="list-style-type: none"> 21 More required speech classes 7 More student teaching and closer supervision during same 6 Much closer supervision of individuals in speech classes 4 Required public speaking 2 More class recitation 2 Speech correction courses and screening 1 Stress formal English grammar 1 Study international phonetic symbols 1 Offer more drama and/or plays 	
Uses Good Teaching Practices and Methods	43
<ul style="list-style-type: none"> 14 More practical aspects; less theory of teaching 6 More experience; C.E.S. and films too ideal 4 More and varied observation of good methods 3 Teach <u>how</u> to plan and set up a unit 2 Methods classes overlap too much 2 Closer and better supervision during practice teaching 1 Provide in-service subject matter courses 1 Required course in visual aids 1 Present theory and basic aspects; student should fit to personality and subject matter area 1 Professional subjects minor for elementary teachers, possibility of a major 1 More emphasis on motivation 1 More study of report cards and grading 1 Emphasize control of classroom - even busy work 1 Methods course in conjunction with practice teaching 	

TABLE VII (continued)

Personal and Professional Habits and Qualities	Frequency of Response
Uses Good Teaching Practices and Methods (continued)	
1 Refresher course in Practice and Methods for some instructors	
1 College professors - practice what they preach	
1 Two quarters of student teaching	
1 Teaching with minimum and old equipment	
Speaks and Writes Clearly and Logically	39
11 A course in blackboard writing required	
10 Required penmanship course; cursive and manuscript	
4 More speech classes required	
3 Required penmanship course for those who need it	
2 Required penmanship examinations	
2 Class on penmanship methods for various levels	
2 More classwork involving oral and written expression; less objective testing	
2 More courses in English composition and usage	
1 Penmanship class for aiding left handedness	
1 Papers in all classes checked for grammar and style	
1 Require all prospective teachers to be capable typists	
Knows and Uses Subject Matter	37
8 More training in subject matter areas	
7 Greater preparation in all areas for elementary teachers	
3 More subject matter - less education classes	
2 Professional subjects minor for elementary teachers - possibility of major	
2 A major, not 3 minors for secondary school teachers	

TABLE VII (continued)

Personal and Professional Habits and Qualities	Frequency of Response
Knows and Uses Subject Matter (continued)	
2 Class in selection and survey of texts	
2 More student teaching	
1 Kindergarten preparation	
1 Education department could copy rest of college departments	
1 More subject matter teaching situations	
1 Pre-graduation test and brush-up course on skills	
1 Wider range of science and math during summer school	
1 A methods class for each grade level	
1 Strengthen subject matter methods courses	
1 An advanced grammar course	
1 Require 3 social science classes, not 2	
1 More preparation in minor fields	
1 Train toward departmentalization	
Handles Discipline Problems Well; Good Classroom Management	34
13 More on what to expect and what to do - college gives ideal theory	
4 More student teaching; closer supervision	
4 More psychology and applications	
2 Course on discipline problems at various levels	
2 Offer course in classroom management and discipline	
2 Stress classroom management	
1 Stress faculty-administration cooperation	
1 A good course in realistic case studies	
1 Teach cooperation between teachers on discipline	
1 Teach that students should be handled like "army recruits"	
1 Greater freedom for student teachers	
1 Education 472-473 could cover more on discipline	
1 Emphasize firmness and fairness	

TABLE VII (continued)

Personal and Professional Habits and Qualities	Frequency of Response
Has a Wide Cultural Background in Literature, Music, Art, Etc.	34
<ul style="list-style-type: none"> 12 More required courses in all areas 7 More art appreciation and methods 4 More music appreciation and methods 3 Required class on greater literature - "Classics" 2 Creation of culture clubs - discussion groups 1 Improve interest on part of college 1 More required classes here - less education classes 1 Present art and music in more "real" teaching situation 1 "Bonehead" music class for those with no background in fundamentals 1 10 hours required art for non-majors and minors 1 Greater demands on students in basic art classes 	
Uses Daily and Long-Range Planning	33
<ul style="list-style-type: none"> 14 Emphasize long-range planning 5 Strive for lesson plans and units usable by student when teaching 3 Emphasize daily and long-range planning 3 Teach how to plan without detail 1 Less emphasis on lesson plans 1 Consider teacher with variety of subject matter areas (unrelated) to be taught at secondary level 1 Some college professors completely fail here 1 Require post-graduate course 1 More specific instruction before student teaching 1 Teach how to keep 2-3 groups going at same time 1 Present greater variety of lesson plans 1 Do not require for secondary teachers as planning is done for them 	

TABLE VII (continued)

Personal and Professional Habits and Qualities	Frequency of Response
Knows and Understands Pupils	33
8 More practical education courses, case studies, and observations	
7 More student teaching and closer supervision	
3 More psychology	
3 How to handle exceptional child	
2 More counseling by experienced teachers	
2 Refresher teaching experience for education professors	
2 Some student teaching at level other than preferred	
2 Teach how to improve community's understanding of children	
1 Psychology courses are too technical	
1 Stress idea of teaching as a service	
1 Start part of student teaching the first part of junior year	
1 Establish same respect for student teacher as room teacher in classroom	
Pleasing in General Appearance	23
11 More emphasis in all classes	
7 Required course on grooming	
2 Close supervision during practice teaching	
1 Fraternities and sororities would help	
1 More social contacts	
1 Handle grooming program through F.T.A.	
At Ease in Social Situations	21
5 Etiquette on strict formal situations, teas, receptions, etc.	
4 Real teaching situations set up in education classes	
3 More opportunities for verbal expression and training in speech	
2 Mock parent-teacher conferences	

TABLE VII (continued)

Personal and Professional Habits and Qualities	Frequency of Response
At Ease in Social Situations (continued)	
2 Encourage participation in student body activities	
2 Required class on personality	
1 Require 2 years of dorm living	
1 More contact with adolescents	
1 Required attendance at P-TA and other professional meetings while a student	
Understands Basic Aims of Education and Obligation of School to Society	18
7 Cut out theory; actual field research and theory exemplified in observation of classes in action is needed	
3 Philosophy required	
2 Over done	
1 Obligations of teachers overstressed	
1 Reference shelf of different school districts' philosophies and aims	
1 Required course on Obligation of School to Society	
1 Clarify where teachers stand in a community	
1 Require F.T.A. membership	
1 Required sociology course in this area	
Uses Student-Centered Point of View Regarding Development of Attitudes, Habits, and Skills	17
5 Emphasize more	
4 More classroom experience with freedom to experiment	
3 Special instruction for various levels	
1 Educational Psychology was a poor course	
1 More guidance by college administration of S.G.A.	
1 Present college program in this way	
1 Teach <u>how</u> to initiate this view to practical application	
1 It is overemphasized	

TABLE VII (continued)

Personal and Professional Habits and Qualities	Frequency of Response
Participates in Community Activities	15
9 More emphasis on participation in college and community activities while a student	
1 Familiarize with community possibilities	
1 College faculty set example	
1 Stress minimum obligation of first year teachers as time is imperative	
1 More emphasis on social studies	
1 Require sociology course "The Community"	
1 Point out differing community attitudes	
Seeks to Grow Professionally	14
6 Point out what teacher is expected to join and why - education and subject matter organizations	
2 More effective professional organizations on campus	
2 College faculty set example	
1 Raise entrance requirements; more intensive work required	
1 Raise simpering attitude of people in education	
1 Better dissemination of graduate school requirements	
1 F.T.A. membership required and credit given	
Has a Keen Sense of Humor; Prompt and Cheerful in Meeting Responsibilities	10
4 More emphasis on humor	
2 College instructors could set example	
1 More contacts with children	
1 Counseling for those who lack	
1 Stress "Do not shirk duties"	
1 More clubs and organizations on campus	

TABLE VII (continued)

Personal and Professional Habits and Qualities	Frequency of Response
Respects Honest Efforts and Motives of Others; Straightforward, Honest	5
<ul style="list-style-type: none"> 2 Teach not to accept all without reason but consideration of all ideas 1 Some instructors need improvement 1 Emphasize; be strict but fair in all dealings 1 Point out advantages of using people who "know" 	
Enthusiastic; Has Good Sound Health Habits and Attitudes	5
<ul style="list-style-type: none"> 3 College faculty, including teachers in practice teaching schools, set example 1 More preparation for first month of school 1 Stressed more in subject matter areas 	

their own right and should not be judged on any type of rating relationship. Perhaps this again indicates that even in those areas with the highest frequency of favorable responses there is room for decided improvement.

From the eighty-eight teachers making replies, a total of 426 suggestions for teacher preparation were made. These varied from a frequency of forty-five to a frequency of five suggestions. That every teacher did not respond in every instance is readily discernible. Approximately one-half of the areas included in the survey did receive a relative high number of responses which perhaps indicates decided improvements, particularly in these areas, are needed. However, it should not be assumed by any means that the frequency of responses totaled for a particular area or the frequency of an individual suggestion under a particular area is valid justification for neglecting other areas.

It will be noticed that regardless of the total frequency of responses for an area, when this total is broken down into specifics there tends to be a grouping of frequency of responses in the top first or second suggestions. While this tendency is significant, it is felt that often these suggestions are of a general nature and that many of the suggestions with a low frequency of response are more specific and perhaps as significant, if

not more so, than many of the suggestions with higher frequencies of responses.

It is possible to infer from the types of suggestions made that the beginning teacher feels inadequate in many respects to meet the demands of the teaching position. Perhaps this is a reflection of the general education program wherein the colleges are failing to instill a sense of initiative in students to go ahead on their own without specific guides.

In summary, the suggestions for improving the personal aspects of teacher preparation would improve speaking, writing, cultural background and personal appearance. This improvement would be accomplished through closer supervision of students by means of a guidance program and by more stringent requirements in certain subject matter areas. The suggestions for improving the professional aspects of teacher training would put greater emphasis on teacher-pupil relations, subject matter, and the more practical aspects of teaching practices. Teaching practices and methods, knowledge and use of subject matter, discipline and classroom management, daily and long-range planning, and knowledge and understanding of the pupil are particularly significant. This improvement would be made through more actual experience in working with children in as many different situations as possible and with more

actual or highly simulated teaching practice experiences.

V. SUPERVISORS' SUMMARY COMMENTS

Personal and professional habits and qualities.

Table VIII (pages 54-59) presents a summary of supervisors' comments for improving the curriculum of teacher preparation in general and of Central Washington College specifically in the areas of personal and professional habits and qualities. The areas are arranged in a decreasing order of frequency of responses. These frequencies are totaled numerically on the right hand margin of the table for each area, while on the left of the comments is found a numerical breakdown of suggestion frequency.

When the frequency of responses is checked against teacher ratings by supervisors (Tables III and IV, pages 35 and 37 respectively), it is apparent there is little relationship between favorable response ratings and the frequency of responses for teaching preparation improvement. It is therefore, almost impossible to draw any conclusions other than that these suggestions should be merited in their own right and should not be judged on any type of rating relationship.

From the 148 supervisors making replies a total of 249 suggestions for teacher preparation were made. These varied from a frequency of twenty-three to a frequency of

TABLE VIII
SUPERVISORS' SUMMARY COMMENTS

Personal and Professional Habits and Qualities	Frequency of Response
Knows and Understands Pupils	23
8 Required course in guidance	
4 More required child psychology, case studies	
3 More actual experience with children	
2 a. give two years of college training; b. give one year on-the-job training; c. finish fourth year of college; d. spread fifth year over five years	
1 More observation of superior teachers who get to every child	
1 Required course on extreme type child	
1 Teach tolerance	
1 Eliminate those who do not have a natural technique or love of children	
1 Encourage friendliness and smiling on the part of teachers	
1 Teach consideration of parents point of view	
Handles Discipline Problems Well; Good Classroom Management	23
12 Study regarding the improvement and handling discipline	
5 Course on routine duties, program planning and classroom management	
2 a. give two years of college training; b. give one year on-the-job training; c. finish fourth year of college; d. spread fifth year over five years	
2 More experiences with children	
1 More demonstration lessons	
1 Help teachers prepara for first week of school	

TABLE VIII (continued)

Personal and Professional Habits and Qualities	Frequency of Response
Has a Wide Culture Background in Literature, Music, Art, etc.	23
10 More requirements in field of culture	
8 Emphasize liberal arts courses	
2 Give wider background in more practical fields	
1 Unrelated major and minors	
1 Have a general all-inclusive course	
1 Expose teachers to library and audio- visual course	
Participates in Community Activities	21
16 Impress upon students the importance of being a citizen of the community first and then a teacher	
2 Include required course in public relations	
1 Make "School-Community Relations" a required course	
1 Require participation in youth activities	
1 Create a love for service	
Uses Good Teaching Practices and Methods	20
7 Teach more practical classroom tech- niques - not ideal ones	
3 More directed observation	
2 More actual participation with students	
2 a. give two years of college training; b. give one year on-the-job training; c. finish fourth year of college; d. spread fifth year over five years	
1 Practice teaching on two levels	
1 Required class in audio-visual aids	
1 Stress problem solving technique	
1 Put practice teachers in more "real" situation	
1 Closer supervision in improving methods during fifth year	
1 Continued growth on the development of new learning aids and new fields	

TABLE VIII (continued)

Personal and Professional Habits and Qualities	Frequency of Response
Has a Clear, Pleasant, Inspiring Voice; Free from Undesirable Mannerisms in Speech	20
14 More speech classes (public speaking) at advanced level 6 Speech correction (remedial) class required for those needing it	
Speaks and Writes Clearly and Logically	16
10 Required course in penmanship 2 More speech classes 2 More English and creative writing 1 Refresher course in fundamentals of spelling 1 Typing for all	
Knows and Uses Subject Matter	15
5 More required courses in all basic study areas 3 Specialization in different areas (majors and minors) 2 Stress study of teacher's manuals of texts in method classes 2 a. give two years of college training; b. give one year on-the-job training; c. finish fourth year of college; d. spread fifth year over five years 1 More practical aids - less theory in education classes 1 Methods classes dealing more specifically with each grade 1 More help to physical education teachers	
Pleasing in General Appearance	14
9 Stress dress and appearance in teacher preparation courses 3 Required course in etiquette, cleanliness and dress 2 Personal guidance and counseling to individuals	

TABLE VIII (continued)

Personal and Professional Habits and Qualities	Frequency of Response
Uses Student-Centered Point of View Regarding Development of Attitudes, Habits, and Skills	14
5 Emphasize application of psychology and guidance to actual situation	
5 Better student teaching experiences; better supervision and planning	
2 a. give two years of college training; b. give one year on-the-job training; c. finish fourth year of college; d. spread fifth year over five years	
1 Study regarding development of habits and skills of athletes	
1 Work toward smaller unit loads per teacher so that work can be better planned for individuals	
Understands Basic Aims of Education and Obligation of School to Society	13
6 Continually reiterate the aims and obligations	
2 More than one major or minor for all candidates	
2 a. give two years of college training; b. give one year on-the-job training; c. finish fourth year of college; d. spread fifth year over five years	
1 Continue correlating subject fields around social science program	
At Ease in Social Situations	13
7 Emphasize belonging to clubs and attending well planned social activities	
2 Course in speech and personality development	
1 Course in poise and social manners	
1 Encourage display of interest when necessary	
1 Emphasize patience and understanding of total situation and solution	
1 Courses such as speech, music, drama, etc., which require making appearance before class	

TABLE VIII (continued)

Personal and Professional Habits and Qualities	Frequency of Response
Uses Daily and Long-Range Planning	13
5 More emphasis on long-range planning and its values	
5 Regular training in writing lesson plans and unit use	
2 a. give two years of college training; b. give one year on-the-job training; c. finish fourth year of college; d. spread fifth year over five years	
1 Give more responsibility during student teaching	
Seeks to Grow Professionally	9
3 Stress importance of professional organizations	
2 Teachers should stay in school district two years if at all possible	
2 Give better understanding of requirements outside of classroom	
1 Vaccinate beginning teachers against malcontents in the field	
1 Require membership as a student in professional organization plus required professional reading outside of class	
Respects Honest Efforts and Motives of Others; Straightforward, Honest	6
2 Devote more time to ethics of the profession	
1 Screen candidates for undesirable personality traits and direct elsewhere	
1 Set good standards at college	
1 Develop concept of unified effort of the faculty	
1 Stress "job responsibilities are in proportion to success"	

TABLE VIII (continued)

Personal and Professional Habits and Qualities	Frequency of Response
Enthusiastic; Has Good Sound Health Habits and Attitudes	3
<ul style="list-style-type: none"> 1 Good professors needed here 1 Have less tension brought on by too much busy work 1 All teachers and prospective teachers should be thoroughly sold on their job 	
Has a Keen Sense of Humor; Prompt and Cheerful in Meeting Responsibilities	3
<ul style="list-style-type: none"> 1 Point up necessity of promptness in routine reports 1 More training in ordinary classroom activities 1 Work more on professionalism 	

three. That every supervisor did not respond in every instance is readily discernible. Considering that more than half again as many supervisors were involved than teachers, a comparison of the total number of suggestions made by supervisors (249) with that number of suggestions made by teachers (426) takes on some significance. A number of suppositions might be made from this. As examples: perhaps teachers are more critical than supervisors of the training program; perhaps teachers overestimate the value of their suggestions, that is, they may pinpoint more petty weaknesses as they see it; or it may be that this difference is due in part, to a lack of information of the training program of the college on the part of the supervisors.

Regardless of the total frequency of responses for an area, it is noted that when this total is broken down into specifics, there tends to be a grouping of frequency of responses in the top first or second suggestions. While this tendency is significant, it is felt that often these suggestions are of a general nature and that many suggestions with a low frequency of response are more specific and perhaps as significant, if not more so, than many suggestions with higher frequencies of responses.

In general, the suggestions for improving the professional aspects of teacher training curriculum would put

greater emphasis on all areas of teacher-pupil relationships and teacher-community relationships. Knowledge and understanding of the pupil, discipline and classroom management, participation in community activities, and good teaching practices and methods are particularly significant. Improvement would be made through more actual experiences with children, child problems, and a program for developing civic responsibility. The suggestions for improving the personal aspects of teacher preparation would particularly improve the cultural background and provide more training in the areas of professional appearance and speech. This improvement would be made through required courses and closer guidance work with the prospective teacher as an individual.

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this project was to evaluate the teacher preparation program offered by Central Washington College of Education, Ellensburg, Washington. Through extensive and intensive library research and by means of opinionnaires, teacher preparation in the personal and professional areas were noted. The following points were kept foremost in mind while making this study:

1. How do beginning teachers rate themselves as successfully meeting the demands of a teaching position?

2. How do supervisors rate beginning teachers as successfully meeting the demands of a teaching position?

3. How do the ratings of beginning teachers and supervisors compare?

4. What suggestions do the beginning teachers have for improving the teacher preparation program?

5. What suggestions do the supervisors have for improving the teacher preparation program?

After reading books and current professional literature pertaining to evaluative criteria for teacher training and teachers, the writer compiled an opinionnaire to be used as the basis for the investigation of this problem. This opinionnaire was mailed to 209 first and second year teachers who were graduates of Central Washington College of Education and also to their supervisors.

The beginning teachers and their supervisors were requested to rate the teacher on personal and professional habits and qualities. In addition, they were requested to make suggestions for the improvement of the teacher preparation program in light of the reported strengths and weaknesses. These teachers were located in ninety-four school districts in the State of Washington. A total of eighty-eight (42 per cent) of the teachers reported from fifty-six (60 per cent) of the school districts. One hundred forty-eight (71 per cent) of the evaluations of teachers were received from supervisors representing seventy-three (78 per cent) of the school districts. Returns from either the teachers themselves or from the supervisors were received from a total of eighty-eight (94 per cent) of the school districts. From thirty-nine school districts, returns on sixty-four teachers were received from these teachers and their supervisors. These returns were paired or matched for purposes of comparison.

The data collected were divided into personal habits and qualities and professional habits and qualities. Tables were then prepared for teachers and supervisors and paired teacher-supervisor returns. In addition, tables were prepared for teachers' and supervisors' suggestions for improving the teacher preparation program in the areas of personal and professional habits and qualities.

Before presenting the summary of the data, the writer would like to emphasize that the summary is based primarily on the frequency of responses. It should be understood that many suggestions with low frequencies may be as pertinent and to the point, if not more so, as those with greater frequencies. It should be pointed out that, to the college administration, all suggestions are of significance and should be given consideration when the total teacher preparatory program is evaluated.

From the ratings given the beginning teachers by themselves and their supervisors it would appear that most of the beginning teachers and their supervisors are well satisfied with the teacher preparation program. Most areas of personal and professional habits and qualities received high percentages of favorable returns. However, two items, cultural background and community participation, were rated very low by both teachers and supervisors. Some items received a considerable number of questionable or unanswered responses. There were decidedly more questionable responses from supervisors than from teachers. This seemed to be the result of limited observation on the part of supervisors. Unanswered responses were more frequent from teachers. Responses may indicate that often the teachers did not feel qualified to rate themselves in these areas.

In the area of voice characteristics and mannerisms of speech, teachers and supervisors overwhelmingly recommend more speech classes. Their suggestions indicate these speech classes should fall into two groups, remedial and advanced. The remedial class would consist of those students definitely in need of clinical work while the advanced course would be in the way of public speaking sometime during the junior or senior year. Closer supervision of individuals in speech classes is also recommended by teachers.

A required penmanship class is apparently needed or as one supervisor suggests, "typing for all". Penmanship examinations might be required, with those not passing taking a required course. Teachers were particularly strong in recommending a required course in blackboard writing. Possibly this could become part of one of the many education classes they feel are of so little value.

While there is a need for theory and methods in any profession, there is an obvious difference between theory and practical application of that theory. From all indications, the practical application of educational theory in all its aspects is greatly neglected in education classes. This is strongly emphasized by both teachers and supervisors. In such areas as teaching practices and methods, discipline and classroom management, daily

and long-range planning, knowledge and understanding of pupils, and basic aims of education, the complaint is made over and over again that the presentation was not practical. More student teaching (a second quarter) with greater freedom and liberties to actually learn by doing seems to offer the best single solution to the many problems involved in these areas as seen by both teachers and supervisors. In addition, education classes could provide more opportunity to experiment with various methods and planning procedures. These could be in conjunction with more and better opportunities for observation, not only of teaching method but child behavior. This last, observation of child behavior, should be emphasized more in psychology classes to allow the theory to become "live". Surely we don't want to go to the extreme suggested by one teacher, that is, "teach that students should be handled like 'army recruits'". Still, there are some practical aspects of discipline that are very hazily presented in theory.

Both teachers and supervisors expressed a need for more requirements in the subject matter areas. Broader or more extensive training was recommended for all elementary teachers while more intensive study should meet the needs of secondary teachers.

More requirements in literature, music, art, etc.

seem necessary in light of the low teacher rating and the number of suggestions made by both teachers and supervisors. Suggestions indicate that perhaps a more extensive presentation of this type of subject material would be preferable to an intensive presentation. True, a person has to study these areas to better understand them but it would seem that much of this could come about through greater exposure to more material and thus the student works out his own understanding.

Dissatisfaction was expressed by teachers and supervisors with the preparation relative to general appearance. Teachers and supervisors apparently feel this problem can be solved through closer supervision of appearance during student teaching, greater emphasis in classes and on campus, and by the school administrations setting up standards to be met.

To correct the difficulty of not being at ease in social situations it was recommended by teachers and supervisors that more well planned social situations be provided for small groups, with greater encouragement to students by all persons connected with the college for attendance of the fine all-college activities so well carried out.

Rated very low by both supervisors and teachers was participation in community activities. The college itself

offers to the student an opportunity to join or organize almost any type of club or project which leads to the development of civic responsibility. It was recommended however, that much greater effort be made by the administration and the faculty to take the students off the campus and help them become members of the community. This could easily be done to a great extent through political campaigns, welfare drives, church activities, and professional meetings.

It is felt that the survey indicated some very definite feelings and attitudes of beginning teachers and supervisors about the teacher preparation program offered by Central Washington College of Education. The following conclusions seem valid in light of the responses of beginning teachers and their supervisors:

1. Beginning teachers are, in general, satisfied that their college training did a good job in preparing them to meet the demands of a teaching position.

2. Supervisors of beginning teachers are, in general, satisfied that the teacher training program did a good job in preparing the teacher to meet the demands of a teaching position.

3. Ratings of beginning teachers by themselves and by their supervisors compare very favorably.

4. Suggestions for improving the teacher preparation program from both supervisors and teachers are closely in accord with one another.

5. The following suggestions for improving the teacher preparation program are warranted:

- a. Remedial and required advance speech courses are needed.
- b. A required penmanship examination.
- c. A second quarter of practice teaching.
- d. Revise the sequence of professional courses so as to provide a background of common "real" experiences for the presentation of theory.
- e. Expand opportunity (other than more student teaching) for students to actually observe and practice theory.
- f. Take the student off the campus and help him to become a member of the community under college guidance.
- g. More extensive subject matter preparation required for all elementary teachers backed with a professional subjects major for this level.

It is strongly recommended that the administration of the college review the data herein presented with a view toward improving the total teacher preparation program. Also, all possible efforts should be taken by the administration to get this data into the hands of department heads and individual instructors for analysis of that data pertinent to their particular area or field of study with the view of improving the teacher preparation program, not only in all areas but at all levels.

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APPENDIX

OPINIONNAIRE FORM SENT TO TEACHERS

Name _____

What Comments do You Have Relevant to Your Strengths and Weaknesses in the Following Areas?

What Suggestions do You Have for Improving the College Preparation Program in the Following Areas?

Pleasing in General Appearance

Has a Clear, Pleasant, Inspiring Voice; Free from Undesirable Mannerisms in Speech

Speaks and Writes Clearly and Logically

At Ease in Social Situations

Respects Honest Efforts and Motives of Others; Straightforward, Honest

Has a Wide Cultural Background in Literature, Music, Art, etc.

Understands Basic Aims of Education and Obligation of School to Society

OPINIONNAIRE FORM SENT TO TEACHERS (continued)

What Comments do You Have Relevant to Your strengths and Weaknesses in the Following Areas?

What suggestions do You Have for Improving the College Preparation Program in the following Areas?

Uses Good Teaching Practices and Methods

Three horizontal lines for each of the two columns.

Uses Student-Centered Point of View Regarding Development of Attitudes, Habits and Skills

Three horizontal lines for each of the two columns.

Knows and Understands Pupils

Three horizontal lines for each of the two columns.

Handles Discipline Problems Well; Good Classroom Management

Three horizontal lines for each of the two columns.

Knows and Uses Subject Matter

Three horizontal lines for each of the two columns.

Uses Daily and Long Range Planning

Three horizontal lines for each of the two columns.

Seeks to Grow Professionally

Three horizontal lines for each of the two columns.

OPINIONNAIRE FORM SENT TO TEACHERS (continued)

What Comments do You Have Relevant to Your Strengths and Weaknesses in the Following Areas?

What Suggestions do You Have for Improving the College Preparation Program in the Following Areas?

Has a Keen Sense of Humor; Prompt and Cheerful in Meeting Responsibilities

Four horizontal lines for writing comments.

Four horizontal lines for writing suggestions.

Enthusiastic; Has Good Sound Health Habits and Attitudes

Four horizontal lines for writing comments.

Four horizontal lines for writing suggestions.

Participates in Community Activities

Four horizontal lines for writing comments.

Four horizontal lines for writing suggestions.

OPINIONNAIRE FORM SENT TO SUPERVISORS

Name _____

What Comments do You Have
Relevant to His Strengths
and Weaknesses in the
Following Areas?

What Suggestions do You
Have for Improving the
College Preparation Pro-
gram in the Following Areas?

Pleasing in General Appearance

_____	_____
_____	_____
_____	_____

Has a Clear, Pleasant, Inspiring Voice;
Free from Undesirable Mannerisms in Speech

_____	_____
_____	_____
_____	_____

Speaks and Writes Clearly and Logically

_____	_____
_____	_____
_____	_____

At Ease in Social Situations

_____	_____
_____	_____
_____	_____

Respects Honest Efforts and Motives of Others;
Straightforward, Honest

_____	_____
_____	_____
_____	_____

Has a Wide Cultural Background in
Literature, Music, Art, etc..

_____	_____
_____	_____
_____	_____

Understands Basic Aims of Education and
Obligation of School to Society

_____	_____
_____	_____
_____	_____

OPINIONNAIRE FORM SENT TO SUPERVISORS (continued)

What Comments do You Have Relevant to His Strengths and Weaknesses in the Following Areas?

What Suggestions do You Have for Improving the College Preparation Program in the Following Areas?

Uses Good Teaching Practices and Methods

Uses Student-Centered Point of View Regarding Development of Attitudes, Habits and Skills

Knows and Understands Pupils

Handles Discipline Problems Well;
Good Classroom Management

Knows and Uses Subject Matter

Uses Daily and Long Range Planning

Seeks to Grow Professionally

OPINIONNAIRE FORM SENT TO SUPERVISORS (continued)

What Comments do You Have Relevant to His Strengths and Weaknesses in the Following Areas?

What Suggestions do You Have for Improving the College Preparation Program in the Following Areas?

Has a Keen Sense of Humor; Prompt and Cheerful in Meeting Responsibilities

Four horizontal lines for handwritten responses, two on the left and two on the right.

Enthusiastic; Has Good Sound Health Habits and Attitudes

Four horizontal lines for handwritten responses, two on the left and two on the right.

Participates in Community Activities

Four horizontal lines for handwritten responses, two on the left and two on the right.

INITIAL LETTER TO TEACHERS

March 18, 1957

George B. Worthington
Box 373, C.W.C.E.
Ellensburg, Washington

We need your help in an effort to obtain information relevant to the completeness of the teacher training program of Central Washington College of Education. You have been selected because, as a recent graduate, you are in a position to better evaluate your strengths and weaknesses to the college preparation program so that better prepared teachers may be graduated into our schools.

The enclosed data sheet and opinionnaire are vital parts of my thesis. In filling out the data sheet, do not hesitate to sign it for any and all information will be kept in the strictest confidence.

The opinionnaire provides for: (1) comments on strengths and weaknesses relevant to specific habits and qualities well-prepared teachers possess and (2) commentary or suggested improvements of the college preparation program relative to specific habits and qualities. If insufficient space has been provided in any instance for your comments, please feel free to use the back of the opinionnaire.

It will be appreciated if you can complete this as soon as possible and return it via the enclosed envelope.

Very truly yours,

GBW:me

George B. Worthington

Enclosures

INITIAL LETTER TO SUPERVISORS

March 18, 1957

George B. Worthington
Box 373, C.W.C.E.
Ellensburg, Washington

We need your help in an effort to obtain information about individual teachers on your faculty who are recent graduates of Central Washington College of Education. You have been selected for this survey because of your position and concern in obtaining the best trained teachers possible.

The enclosed opinionnaires, which are a vital part of my thesis, provide for: (1) comments on strengths and weaknesses of individual teachers relevant to specific habits and qualities well-prepared teachers possess and (2) commentary or suggested improvements of the college preparation program relative to specific habits and qualities. If insufficient space has been provided in any instance for your comments, please feel free to use the back of the opinionnaire.

You may feel assured that all information pertaining to individual teachers will be kept confidential under any and all circumstances so please be as objective as possible.

It will be appreciated if you can complete this as soon as possible and return it via the enclosed envelope.

Very truly yours,

GBW:me

George B. Worthington

Enclosures

FOLLOW-UP LETTER TO TEACHERS

April 2, 1957

Dear C.W.C.E. Grad:

On March 18, 1957 an opinionnaire in the form of a teacher evaluation was sent to you for completion. In checking the returns we find that yours has not been received.

Perhaps time has not allowed completion of the opinionnaire. However, we want to re-emphasize the importance of your professional opinion on this matter.

May we again solicit your cooperation and ask that the opinionnaire be forwarded to us just as soon as possible.

Thank you,

George B. Worthington

P.S. I can't address you personally but I very much want you to know that I personally endorse George Worthington's study and therefore urge you to help him in completing his study. You know how important it is to have a high percentage of returns--and yours will sure help!

Sincerely yours,

E. E. Samuelson
Dean of Students

SECOND FOLLOW-UP LETTER TO SUPERVISORS

April 8, 1957

Dear Colleague:

It appears that I have failed to indicate my complete endorsement of George Worthington's research project and have thereby risked a misunderstanding in your mind concerning such matters as: (a) purpose of the study; (b) the use of the results; and (c) the degree of control of the confidential nature of the reports submitted. Let me say that as his thesis advisor I have intended to state explicitly my guarantee that reports submitted would not be divulged or used any way which was unethical and unprofessional.

First of all, let me say that I intend to supervise Mr. Worthington's research from start to finish. When the thesis is completed and the Master's degree is awarded all research data (i.e. the returned questionnaires) will be destroyed--you have my word for it!

Regarding names of persons, i.e. graduates of C.W.C.E. now teaching in your system, I want to explain that these teachers comprise a selected group and names are necessary to insure the desired results. Cross references to and comparisons with the individual teacher returns are very much needed in order to find out areas of agreement on teacher needs and reactions to the teacher education program at C.W.C.E.

Naturally you understand that the validity of this research study depends upon the completeness of the returns; therefore, we really need your cooperation in filling out and returning the questionnaires--and we also need the same type of cooperation from the teachers. I want to base my appeal for your help on the need for this study, and the guarantee of safeguarding the information submitted, and on the ultimate hope that all of us will be contributing to the improvement of teacher education--which may even mean a better teacher product for public schools in the future.

Sincerely yours,

E. E. Samuelson
Dean of Students

FINAL FOLLOW-UP CARD TO SUPERVISORS

Box 373, C.W.C.E.
Ellensburg, Wn.
24 April 1957

Dear Sir:

On March 18, 1957, teacher preparation valuation forms in the form of a two-page opinionnaire were sent to you for completion.

As I wish to complete the survey by April 30, it will certainly be appreciated if you would be so kind as to take time out to complete and return the opinionnaires as soon as possible.

Thank you,

George B. Worthington