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ABSTRACT

This document reports on the results of a follow-up survey investigating recent graduates of five Texas Agriculture and Mechanical University (TAMU) teacher education programs. The study was conducted to (1) locate graduates and determine employment patterns; (2) obtain graduate opinions about the effectiveness of the TAMU teacher education curricula and programs; and (3) recommend course and curricular revisions needed to strengthen teacher education offerings. Graduates of agriculture education, educational psychology, industrial education, health and physical education, and education curriculum and instructions programs were polled, as well as the supervisors of respondents who were teaching at the time of the survey. Subjects were questioned on twenty-nine items related to teaching skills as well as on items relating to the particular curriculum of each teaching major. Results of the questionnaires are presented according to the three identified goals. Recommendations are made for program revisions in each of the five curricular areas. Appendices present (1) follow-up study timetable and expense schedule, (2) follow-up questionnaires, (3) questionnaire cover letters and data responses, and (4) general observations drawn from responses to open-ended questions. (MJB)

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1977 Report

of

College of Education Standing

Committee on Follow-Up Evaluations

June 20, 1977

Follow-up Committee

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Background

In recent years, education has experienced numerous alterations in the methods espoused in teacher preparation programs because of increased attention to individualized instruction and competency based teacher education. These changes have in part, been influenced by the emphasis placed on teacher accountability in public schools. Improving the quality of teaching and teachers rest primarily with the college designed instructional programs and personnel who have been vested with the responsibility of producing competent and effective teachers. An outgrowth of the emphasis on accountable teaching has been the development of techniques which attempt to assess the skills and capabilities of the teacher. Research in teacher education has increased dramatically, but to date no single method has been determined to be the most effective technique to foster learning (Sandefer, & Bressler, 1972). This research has demonstrated, however, that assessment of the teacher is the most direct measure of the educational program's outcome; since the teacher is a manifestation of the goals and objectives established for the program. Therefore, results obtained from evaluations of teachers (self-reports and supervisor reports) should be included in programmatic decisions related to the preparation they experienced in becoming certified (Turner, 1974). Such information may be gained through a follow-up survey of recent graduates. Implementing this strategy after a semester or more of teaching provides the recent graduate an opportunity to apply the skills and content stressed in their preservice preparation. With "real world" experience, the graduate is in a more tenable position to critically assess the value of the program objectives and the effectiveness of his recent pedagogical preparation.

This feedback provides program staff with qualitative ratings of the program, actual classroom needs of the teacher, and insights of skills required in the classroom which may not have been stressed by the existing coursework.

Corresponding information can be requested from the immediate supervisor of the graduate based on his performance. Numerous educational programs have been evaluated with follow-up studies, e.g., status of high school graduates (Welch, Lindbloom and Elahaven, 1971), graduates of secretarial school (Gell, & Bleil, 1973), location of community college graduates (Behrendt, 1974), and graduates of a nursing program (Padillo, 1974). The utility of the follow-up survey has also been exemplified with evaluations of teacher education graduates (Hopkins, 1970; Adams, 1974; Rosser and Denton, 1976).

McKinney and Oglesby (1971) have defined a follow-up study as "a procedure for accumulating pertinent data from or about individuals after they have had similar or comparable experiences." Follow-up studies customarily are conducted utilizing one of three formats. One of these approaches, the personal interview, is used to gather information vis-a-vis. While this technique usually provides very accurate information, it is time consuming, expensive, and in most cases reduces the number of individuals who can be surveyed. A second method is the telephone interview. Disadvantages of this approach may out-weigh the advantages because of the substantial time investment and monetary investment necessary to locate and actually contact individuals by phone. Certainly an advantage of the telephone is direct communication and the opportunity to clarify any misunderstandings concerning the questions raised by the interviewer. The most conventional approach of conducting a follow-up study involves the use of mailout opinionaire. Paper and pencil instruments allow for the canvassing of a much larger sample at a fraction of the cost in dollars and hours, but this approach often suffers from misinterpretation of items by subjects and a low response ratio.

With these advantages and disadvantages so delineated it is desirable to develop a set of procedures which incorporates the advantages of the follow-up formats, while reducing their limitations. This bit of wizardry

can be accomplished by not relying solely on a single follow-up procedure. Rather, a system which integrates the mailout format with the telephone survey has had demonstrable effectiveness with recent graduates of teacher preparation programs (Rosser & Denton, 1976).

Methodology

Committee Formation

A standing committee for the College of Education on follow-up evaluations was created by Dean Hubert in September, 1976. This committee whose membership includes representatives from each department, namely, Herman D. Brown - Agricultural Education, John R. Hoyle - Educational Administration, Linus J. Dowell - Health and Physical Education, Raymond P. Perkins replaced midyear by G. Dale Gutcher - Industrial Education, Michael J. Ash - Educational Psychology, Richard J. Swinney - Interdisciplinary Education, and Jon J. Denton - Educational Curriculum and Instruction (chairman), was charged with three functions. These functions are:

1. To locate, on a periodic basis, the graduates from teacher education programs and to determine their employment patterns.
2. To obtain graduates opinions about the effectiveness of the TAMU teacher education curricula and programs.
3. To recommend to the Dean, the Policy Committee, and the Council on Teacher Education the course and curricular revisions needed to strengthen teacher education offerings.

Given these responsibilities, this committee actively engaged in the development of follow-up instruments for both recent certification recipients and supervisors of those teachers. Moreover, the committee identified the target population for the initial survey, established a time table (appendix A) for the completion of the initial survey and carried out the survey in accordance

with the time table. In addition, itemized expenditures for conducting the survey were maintained to provide the unit cost per response. This information is summarized and provided in appendix A.

Subjects

All candidates recommended for provisional certification by the College of Education, Texas A&M University during the 1974-75 and 1975-76 academic years were selected as the primary sample for the survey. This sample translates numerically to 900 individuals with departmental compositions being: 110 individuals (12.2%) from Agricultural Education, 21 individuals (2.3%) from Educational Psychology, 19 individuals (2.1%) from Industrial Education, 143 individuals (15.9%) from Health and Physical Education, and 608 individuals (67.4%) from Educational Curriculum and Instruction.

A secondary sample, 294 supervisors of respondents who were teaching during the 1976-77 academic year, was identified from the returns of certificate recipients. These supervisors were invited and encouraged to participate in the assessment of teacher certification programs offered by Texas A&M.

Instrumentation

Five instruments were developed, one for each department offering a provisional certificate program, to collect perceptional data from the sample of certification recipients. Twenty-nine items common to all five instruments were posed. These items were referenced to teaching skills deemed important by the follow-up committee, but not necessarily included in the current curricula of the various programs. Each item was referenced to two Likert type scales. One scale requested a rating of the necessity of that skill in the preparation program while the second scale asked for a judgment of the effectiveness

of the preparation at Texas A&M with respect to that skill. Alpha coefficients of internal consistency were determined for the common components on these instruments to be .973 and .967 for the necessity and effectiveness scales, respectively.

The five instruments differed from one another with respect to the specific curriculum components offered by each department providing provisional certification. The format and length of each specific component varied substantially between the instruments, reflecting the diversity of certification programs offered by the College of Education.

A sixth instrument was developed to seek perceptions of supervisors regarding the quality of preparation their recently employed teachers from Texas A&M had experienced. This instrument contained the same 29 items provided in the questionnaires for certification recipients. However, a single scale requesting a rating of effectiveness was used rather than two scales for each item. The alpha coefficient for this scale was determined to be .951.

All six instruments were printed on card stock and folded with the return address and postage label appearing on an external surface. Identification labels and different color card stock were used to facilitate compiling the various instruments once they were returned. The scales of each instrument are provided in Appendix B.

Data Procurement

Members of the primary sample were identified from the minutes of the Council on Teacher Education monthly meetings from May 1974 through September 1976. Addresses for these individuals were obtained by a variety of methods. The most productive method involved the transcription of permanent addresses from certification applications which were submitted at the

conclusion of all coursework. Addresses gathered by this procedure were fairly accurate since receipt of certificates from the Texas Education Agency requires approximately three months; thus discouraging the use of temporary university addresses on the application. Departmental records, the placement office files, and the association of former students listings were also reviewed to supply more current addresses than those obtained from the certification files. Addresses on 900 of 904 individuals were ultimately obtained by one of these methods.

A solicitation (Appendix C) was prepared to accompany each questionnaire. This letter provided the rationale for the follow-up survey and requested assistance from the certificate recipient. The cover letter and questionnaire were mailed to 900 individuals on December 15, 1976. Seven weeks were allotted for return of the completed instrument from the initial mailing. A second mailout to 553 non-respondents was initiated, February 18, 1977 which contained a cover letter (Appendix C) over the signature of the various department heads. A date six weeks hence, (April 1, 1977) was established as the final data entry date for the second mailout.

Tabulation of the respondents who were engaged in teaching, enabled the staff to identify the members of the secondary sample (building principals of the recent certification recipients) since building names were included on the completed questionnaires. Names of building principals were subsequently obtained from the 1976-1977 Texas School Directory. The supervisor's instrument with an accompanying cover letter (Appendix C) was mailed April 20, 1977. An abbreviated response period of two weeks was allotted for this survey in order to allow for compilation of reports which were to be shared with those who participated in the two surveys. Follow-up summaries accompanied by letters of appreciation (Appendix C) were mailed

to all participants, both certification recipients and principals, on May 12, 1976. This final mailout marked the conclusion of the data collection phase of this project.

Data Analysis

The data resulting from the primary and secondary surveys were analyzed to enable the standing committee on follow-up evaluations to fulfill the three functions designated by Dean Hubert, i.e., (1) determine employment status of graduates, (2) determine opinions on effectiveness of teacher education curricula, and (3) provide recommendations for curricular revisions. The data were treated with descriptive procedures (frequency distributions/ item and content analysis of written comments) to provide information pertinent to functions one and two. Function three was addressed by developing a bivariate distribution (figure 1) for each of the 29 common items on the instruments for certification recipients.

The independent variables for the bivariate distribution were the necessity and effectiveness dimensions. The responses an individual made on the necessity and effectiveness scales were combined to form a frequency tally in one cell of the 5 x 5 matrix. For example, suppose a respondee marked item one, very necessary, on the necessity scale (numerical value = 5) and ineffective (numerical value = 2) on the effectiveness scale, the resulting tally on the bivariate distribution would appear in the 5,2 cell as illustrated in figure 1.

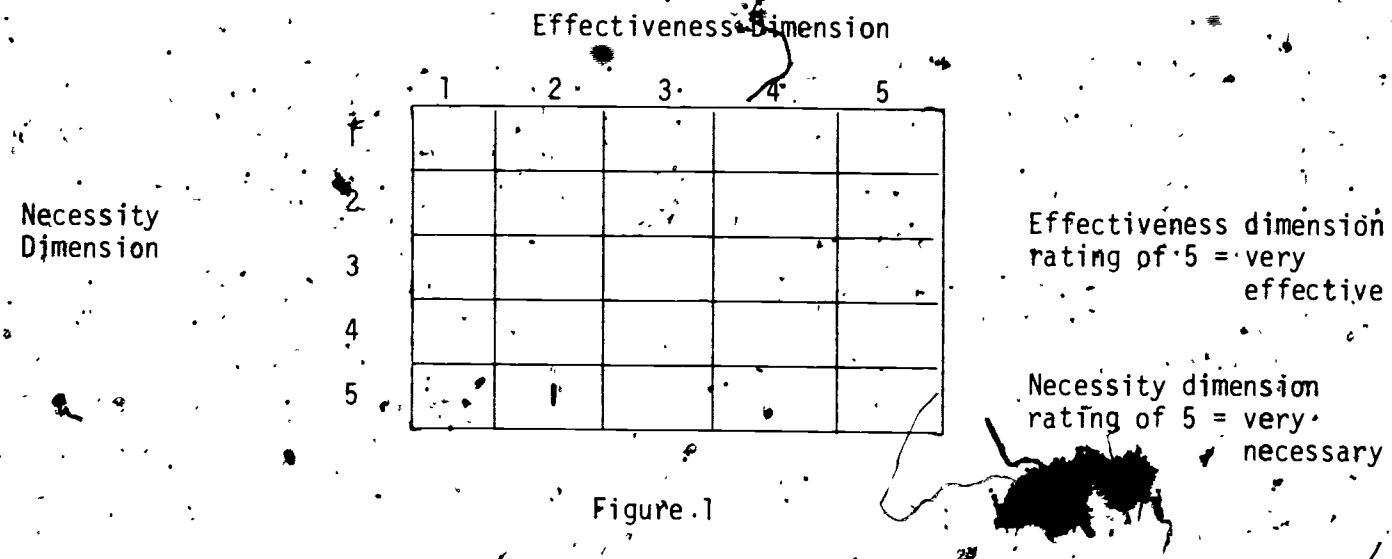
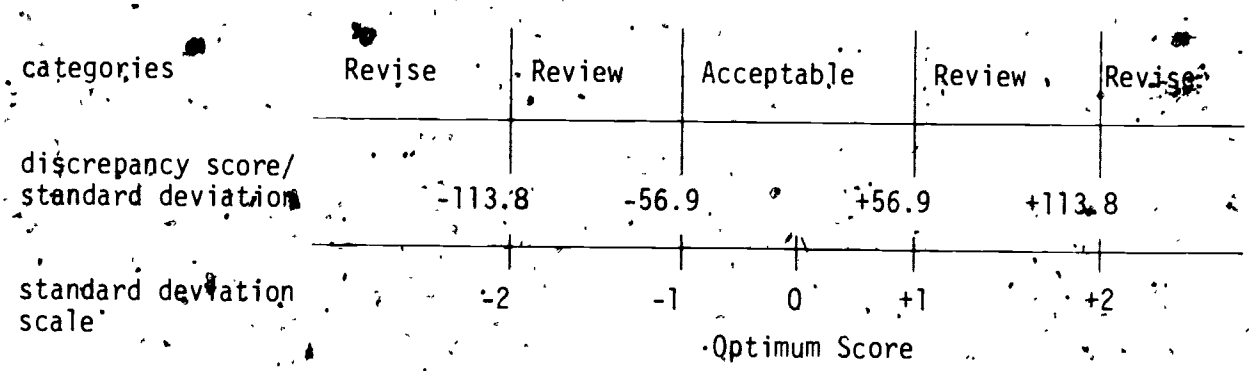


Figure 1

Representative Response Illustrated in Bivariate Distribution for Item One

Cell values from the bivariate distribution for each program were subsubquently substituted into the formula, $D.S. = \Sigma \Sigma f\% (N - E)$ to yield a discrepancy score (D.S.) for each generic teaching skill addressed by the questionnaires. Resulting discrepancy scores representing specific teaching skills were then categorized by magnitude to reflect curricular components that are: in need of revision, in need of review, or acceptable.

The discrepancy score categorization system is based on the optimum score (0) and standard deviation (56.90) of all discrepancy scores computed. The relation of the categories to the optimum score and standard deviation is represented in figure 2.



Discrepancy Score Category System

Figure 2

Applying these categories to the total data set resulted in: 49.1% of the teaching skills being rated as acceptable, 32.4% of the skills being rated in need of review, and 18.5% of the skills were rated in need of revision. A detailed report of the findings is provided in the following section.

Findings

Because of the nature of this project, results of the various analyses will be organized with respect to the functions addressed by the follow-up committee.

Employment Patterns of Certification Recipients - function 1

Over sixty-three percent of the certification recipients who were identified in the sample for the primary survey responded on the questionnaire. The responses ranged from completing only the biographic information to completing the entire instrument. The reason for this variance in the response patterns was that directions provided on the questionnaire encouraged individuals not engaged in teaching to complete only the biographic information. The reasons for including these directions were twofold; One, feedback on the employment patterns of all recipients was sought, and the prospect of completing only a small portion of the instrument for former students not engaged in education encouraged greater participation by those individuals. Second, preliminary findings from an investigation in progress within the College of Education (Note 1) indicate that individuals engaged in teaching the year following certification, have different perceptions about their preparation than their counterparts who are not teaching. Generally, this investigation has found that non-teaching graduates perceive their preparation as being more adequate and effective than first-year teachers reacting

to the same preparation.

Tables One and Two summarize the responses by departmental affiliation and employment pattern. In addition, a general summary of responses from supervisors is included in table 1. An interesting observation from these data is the two-thirds (2/3) phenomena;

- Approximately 2/3rds of the sample reponded to the survey given two mailouts.
- Of those who responded, 2/3rds are engaged in teaching or graduate work.
- Slightly more than 2/3rds of the supervisors responded to the survey, given one mailout.

Table 1

Summary of Returns From Follow-Up Study
of Recent Teacher Certification Recipients

Primary Sample
(Recent Certification Recipients)

Total Sent	Number Returned Completed	Number Returned as Undeliverable	Total Returned
900	570	16	586
	(63.3%)	(1.8%)	(65.1%)

Response by departments:

Department	Number Sent	Number Returned Completed	Per Cent Returned Completed
AgEd	100	94	85.5%
EdCI	607	369	60.8%
EPSY	21	16	76.2%
HPE	143	79	55.2%
IEd	19	12	63.2%

Secondary Sample
Supervisors of Recent Certification Recipients)

Total Sent	Number Returned Completed	Number Returned as Undeliverable	Total Returned
294	220	1	221
	(73.1%)	(0.3%)	(73.5%)

Table 2

Employment Patterns of Recent Certification Recipients
Expressed in Percentages

Department	Current Status					
	Teaching Elementary School	Teaching Middle School	Teaching Secondary School	Teaching Post Secondary	Graduate School	Other
Agricultural Education	1.1	-	30.9	-	14.9	53.2
Ed. Curriculum and Instruction	33.0	13.8	12.5	.3	13.8	26.6
- Elementary	74.5	7.6	-	-	1.3	16.6
- Secondary	1.6	20.2	22.3	.5	12.9	42.5
Ed. Psychology	38.5	15.4	7.7	-	-	38.5
Health and Physical Ed.	13.0	19.5	33.8	-	3.9	29.9
Industrial Ed.	-	18.2	27.3	-	18.2	36.5
Cumulative Values	24.2	12.3	18.4	0.2	12.3	32.6

Perceptions of Certification Recipients - function 2

Agricultural Education (AgEd)

Forty-six certification recipients in AgEd, nearly half of those who responded to this survey, completed the questionnaire. Generally, ratings for the generic teaching skills displayed in table 3 were favorable to the program, i.e., skills were rated as necessary and preparation was rated as effective or very effective. The specific component of the AgEd instrument requested the respondee to rank the five most needed skills by first year teachers from a list of 18 skills. A rank of 1 represented the highest or most important skill, with a rank of 5 representing the lowest priority skill of those ranked. Table 4 indicates that the skills "determining what to teach and when to teach it" and "developing good school and community relations," are thought to be most important for first year teachers in Agricultural Education.

Table 3

Agricultural Education - Summary of Responses to General Teaching Skills Expressed in Percentages (N=46)

NECESSITY: My rating of the necessity of this skill is: very necessary	necessary	undecided	unnecessary	very unnecessary	Teaching Skills in	EFFECTIVENESS: My preparation on this skill was: very effective	effective	undecided	ineffective	very ineffective
67.4	30.4	2.2	0	0	Maintaining effective teacher-learner relationships	26.1	58.7	8.7	6.5	0
37.9	55.6	4.4	0	2.2	Maintaining effective teacher-teacher relationships	24.4	55.6	8.9	11.1	0
58.7	34.8	4.4	0	2.2	Maintaining effective teacher-administrator relationships	23.9	50.0	23.9	2.2	0
56.5	37.0	4.4	2.1	0	Maintaining effective teacher-parent (community) relationships	19.1	41.3	13.0	6.5	0
39.1	41.3	17.4	2.2	0	Identifying teacher's attitudes affecting learner behavior	23.9	43.5	32.6	0	0
28.3	50.0	19.6	2.1	0	Identifying learner attitudes affecting teacher behavior	19.6	46.7	32.6	2.1	0
28.3	39.1	19.6	13.0	0	Recognizing power structure of school	23.9	52.1	19.6	2.2	2.2
80.4	17.4	2.2	0	0	Maintaining discipline	43.5	43.5	6.5	6.5	0
47.8	45.7	6.5	0	0	Applying different instructional methods	50.0	34.8	13.0	2.2	
45.7	45.7	6.5	2.1	0	Using audio-visual media	54.4	36.9	4.3	2.2	2.2
87.0	47.8	13.0	2.2	0	Giving directions	19.6	71.6	8.7	0	0
41.3	47.8	2.2	6.5	2.2	Lesson planning	50.0	45.6	2.2	2.2	0
30.4	47.8	17.4	2.2	2.2	Unit planning	30.4	47.8	17.4	4.4	0
30.4	45.6	15.2	4.4	4.4	Using objectives	37.0	47.8	13.0	2.2	0
15.9	59.1	16.9	4.6	4.5	Applying human development to instruction	15.9	50.0	27.3	6.8	0
31.1	46.7	13.3	6.7	2.2	Applying learning principles to instruction	22.2	53.3	15.6	8.9	0
19.6	45.6	23.9	6.5	4.4	Discussing controversial issues	23.9	34.8	37.0	4.3	0
28.3	47.8	8.7	10.9	4.4	Developing assessments or testing devices	30.4	52.2	13.0	2.2	2.2
27.3	52.3	6.8	11.4	2.3	Interpreting results of assessments or tests	22.7	43.2	27.3	4.6	2.3
50.0	39.1	6.5	4.4	0	Evaluating one's instruction	30.4	43.5	13.0	13.0	0
24.4	57.8	15.6	2.2	0	Evaluating curricular materials	20.0	48.9	20.0	8.9	2.2
8.9	31.1	35.6	15.6	8.9	Pretesting for individualization	11.1	31.1	46.7	11.1	0
4.3	17.4	45.7	13.0	19.6	Using standardized test results	8.7	19.6	56.5	6.5	8.7
45.6	45.6	0	6.5	2.2	Understanding legal requirements and liabilities of teaching	37.0	34.8	19.6	6.5	2.1
22.2	60.0	15.6	0	2.2	Reading instruction	15.6	55.6	20.0	8.9	0
39.1	41.3	17.4	0	2.2	Dealing with special learning problems in regular classes	17.4	39.1	26.1	10.9	6.5
37.0	37.0	23.9	0	2.1	Working with cross-cultural learners	17.4	39.1	30.4	10.9	2.2
21.7	47.8	17.4	4.4	8.7	Reading professional journals	23.9	43.5	26.1	4.4	2.1
42.2	42.2	11.1	0	4.4	Professionalism (workshop participation, using professional journals, participating in professional organizations)	42.2	40.0	13.3	4.4	0

Table 4

Agricultural Education - Frequency of Rankings of Eighteen Teaching Responsibilities by Recent Certification Recipients (N=46)

Responsibility	Rank					
	1	2	3	4	5	Total
1. Serving as advisor to young farmer chapter.	4	-	-	-	-	4
2. Developing good school and community relations (students, parents, teachers, etc)	11	9	7	2	6	35
3. Obtaining equipment, teaching supplies	2	2	1	2	4	11
4. Determining what to teach & when to teach it	13	9	3	6	2	33
5. Evaluating students (tests & grades)	-	2	1	2	3	8
6. Obtaining teaching aids & materials	1	-	3	-	-	4
7. Financing FFA Chapter	-	2	2	-	1	5
8. Handling discipline problems	6	7	2	4	3	22
9. Organizing an Advisory Committee for vocational agriculture	2	1	2	2	1	8
10. Helping students develop supervised farming project	3	5	8	8	3	27
11. Organizing an adult education program	-	-	1	-	1	2
12. Keeping project record books	1	-	1	1	2	5
13. Completing FFA applications for awards	-	-	-	-	1	1
14. Developing a filing system	1	-	2	4	6	13
15. Keeping an inventory of supplies and equipment	1	2	3	-	-	6
16. Organizing a young farmer chapter	-	-	-	-	1	1
17. Making home visits	1	1	4	10	4	20
18. Keeping records and making VA reports	1	-	2	-	3	6

Educational Curriculum and Instruction (EDCI)

The summary of perceptions toward the generic teaching skills are provided for the elementary and secondary program areas in table 5 and table 8, respectively. Generally the teaching skills were rated high in terms of necessity for inclusion in a teacher preparation program. However, the perceptions of certification recipients with respect to the effectiveness of the program to impart these skills varied substantially.

The specific component of the instrument for EDCI sought teacher perceptions concerning instructional elements throughout both preparatory program areas as well as ratings of preparation in the area of specialization (elem) or teaching fields (sec). These data are summarized in Tables 6 and 7 for the elementary program area and Tables 9 and 10 for the secondary program area. The most reported area of specialization was English, with the adequacy of preparation varying substantially. In the secondary program area, the most popular teaching fields were biology, English, and mathematics in that order. It is interesting to note the teaching fields which tended to be listed as the first teaching field most often were biology and mathematics, while chemistry, political science and physics were usually identified as second fields. Moreover, the cumulative ratings on adequacy of preparation in the teaching fields reflect the idea that individuals felt they were better prepared in their first field.

Table 5

Educational Curriculum and Instruction (Elementary Area) - Summary of Responses to General Teaching Skills Expressed in Percentages (N=157)

NECESSITY: My rating of the necessity of this skill is						EFFECTIVENESS: My preparation on this skill was				
very necessary	necessary	undecided	unnecessary	very unnecessary	Teaching Skills in	very effective	effective	undecided	ineffective	very ineffective
79.6	17.8	0.6	0.6	1.3	Maintaining effective teacher-learner relationships	17.2	61.2	8.3	11.5	1.9
41.0	53.8	2.6	1.3	1.3	Maintaining effective teacher-teacher relationships	10.9	35.3	25.6	22.4	5.8
52.9	42.7	2.6	0.6	1.3	Maintaining effective teacher-administrator relationships	12.7	35.3	19.1	26.8	6.4
65.4	30.8	1.9	0	1.9	Maintaining effective teacher-parent (community) relationships	11.5	35.9	18.0	27.6	7.0
61.8	31.0	5.2	0.6	1.3	Identifying teacher's attitudes affecting learner behavior	13.6	59.4	11.0	13.6	2.6
54.8	35.5	7.1	1.3	1.3	Identifying learner attitudes affecting teacher behavior	10.3	45.8	18.7	19.4	5.8
22.7	49.4	22.1	3.9	2.0	Recognizing power structure of school	3.2	31.8	30.5	22.7	11.7
91.7	6.4	0	0.6	1.3	Maintaining discipline	13.4	34.4	7.6	26.8	17.8
61.3	36.1	1.3	0	1.3	Applying different instructional methods	36.8	46.4	7.1	9.7	0
36.8	56.1	5.2	0.6	1.3	Using audio-visual media	22.6	49.7	8.4	14.8	4.5
65.4	31.4	1.9	0	1.3	Giving directions	21.8	54.5	10.9	10.3	2.6
49.7	41.9	3.2	3.9	1.3	Lesson planning	38.7	46.4	3.9	7.7	3.2
37.7	50.6	6.5	3.2	2.0	Unit planning	35.1	54.6	4.6	4.6	1.3
29.9	48.0	13.6	5.8	2.6	Using objectives	40.9	46.8	3.9	5.8	2.6
50.3	39.2	7.2	2.0	1.3	Applying human development to instruction	22.2	47.1	17.6	10.5	2.6
40.0	46.0	12.0	0.7	1.3	Applying learning principles to instruction	18.7	56.7	16.0	6.0	2.7
14.6	51.7	25.2	7.3	1.3	Discussing controversial issues	6.0	30.5	37.1	19.2	7.3
34.4	56.5	5.8	2.6	0.6	Developing assessments or testing devices	11.7	37.0	13.6	30.5	7.1
47.7	47.7	1.9	1.3	1.3	Interpreting results of assessments or tests	9.7	42.6	10.3	28.4	9.0
59.5	35.3	3.9	0.6	0.6	Evaluating one's instruction	19.0	52.9	11.7	12.4	3.9
37.7	55.2	5.8	0.6	0.6	Evaluating curricular materials	14.3	48.7	14.9	18.2	3.9
54.2	34.0	9.2	2.0	0.6	Pretesting for individualization	11.1	28.1	[redacted]	36.6	9.2
13.1	41.8	30.1	12.4	2.6	Using standardized test results	5.2	27.4	27.4	30.6	9.2
50.0	42.1	6.6	0.7	0.7	Understanding legal requirements and liabilities of teaching	9.2	38.2	13.2	27.0	12.5
83.8	14.9	0.6	0	0.6	Reading instruction	26.0	39.0	8.4	17.5	9.1
78.7	20.0	0	0.6	0.6	Dealing with special learning problems in regular classes	11.0	23.2	15.5	32.3	18.1
52.3	39.6	6.6	0	1.3	Working with cross-cultural learners	8.0	25.2	22.5	30.5	13.9
14.7	46.0	26.7	10.7	2.0	Reading professional journals	14.0	42.7	32.0	8.0	3.3
30.3	44.7	19.6	4.0	1.3	Professionalism (workshop participation, using professional journals, participating in professional organizations)	13.8	38.2	32.9	11.8	3.3

Table 6

Educational Curriculum and Instruction (Elementary Area) - Summary of Program Component Ratings Expressed in Percentages (N=157)

This experience was important in my preparation						This experience was effectively organized				
very important	important	undecided	unimportant	very unimportant		very effective	effective	undecided	ineffective	very ineffective
25.0	41.2	6.6	21.3	5.9	Introductory education coursework	9.6	45.6	12.5	25.0	7.4
67.2	24.6	1.6	2.5	4.1	Early field experience (teacher aide)	45.1	34.4	6.6	9.0	4.9
57.7	32.9	2.7	2.7	4.0	Teaching methods (general)	22.8	48.3	9.4	16.8	2.7
56.5	33.3	4.4	2.2	3.6	Special teaching methods (teaching field or areas)	23.2	47.1	10.9	13.0	5.8
41.1	33.1	6.0	13.2	6.6	Microteaching	40.4	38.4	1.3	9.3	10.6
89.3	6.0	0	0	4.7	Student Teaching	62.0	24.7	3.3	3.3	6.7

Table 7

Educational Curriculum and Instruction (Elementary Area) - Frequency of Occurrence of Specialization Areas and Rating of Preparation (N=157)

Area of Specialization	Frequency in %	N	*Rating in % 1	2	3	4	5
Biology	4.5	6	-	-	16.7	16.7	66.7
Earth Science	2.3	3	-	33.3	-	-	66.7
Economics	.8	1	-	-	-	100	-
English	40.9	53	15.1	11.3	32.1	26.4	15.1
Geography	.8	1	-	-	-	100	-
Health Ed.	2.3	3	-	-	33.3	33.3	33.3
Health and P.E.	10.6	14	7.1	-	-	28.6	64.3
History	3.8	5	20.0	-	-	40.0	40.0
Mathematics	10.6	14	21.4	7.1	21.4	50.0	-
Physics	.8	1	-	100	-	-	-
Psychology	10.6	14	14.3	-	21.4	21.4	42.9
Sociology	9.1	12	-	16.7	33.3	16.7	33.3
Spanish	3.0	4	25.	-	75	-	-
	Cumulative ratings (%)		12.2	8.4	24.4	27.5	27.5

*A rating of 5 = very adequate while a rating of 1 = very inadequate.

Table 8

Educational Curriculum and Instruction (Secondary Area) - Summary of Responses to General Teaching Skills Expressed in Percentages (N=125)

NECESSITY: My rating of the necessity of this skill is						EFFECTIVENESS: My preparation on this skill was				
very necessary	necessary	undecided	unnecessary	very unnecessary	*Teaching Skills in	very effective	effective	undecided	ineffective	very ineffective
65.9	31.8	0.8	0.8	0.8	Maintaining effective teacher-learner relationships	7.1	50.8	20.6	15.1	6.4
34.9	54.0	7.1	2.4	1.6	Maintaining effective teacher-teacher relationships	6.4	29.4	24.6	27.8	11.9
44.4	51.6	3.2	0	0.8	Maintaining effective teacher-administrator relationships	6.4	34.9	22.2	24.6	11.9
46.4	48.8	3.2	0.8	0.8	Maintaining effective teacher-parent (community) relationships	4.0	28.0	18.4	33.6	16.0
53.3	35.2	9.8	0.8	0.8	Identifying teacher's attitudes affecting learner behavior	12.3	50.8	18.8	12.3	5.7
48.0	42.3	8.9	0.8	0	Identifying learner attitudes affecting teacher behavior	8.1	40.6	24.4	22.0	4.9
13.8	55.3	23.6	5.7	1.6	Recognizing power structure of school	4.1	17.1	37.4	28.5	13.0
88.0	10.4	1.6	0	0	Maintaining discipline	8.0	32.8	10.4	26.4	22.4
52.4	44.4	0	2.4	0.8	Applying different instructional methods	26.6	53.2	9.7	8.1	2.4
33.6	58.2	6.6	0.8	0.8	Using audio-visual media	27.9	37.7	11.5	14.8	8.2
61.8	37.4	0.8	0	0	Giving directions	18.7	59.4	11.4	6.5	4.1
41.6	50.4	4.0	2.4	1.6	Lesson planning	36.0	54.4	5.6	3.2	0.8
40.3	46.0	8.9	3.2	1.6	Unit planning	34.7	50.0	4.0	9.7	1.6
28.0	34.4	22.4	4.8	10.4	Using objectives	34.4	44.8	12.8	4.8	3.2
29.6	48.8	20.0	0.8	0.8	Applying human development to instruction	4.8	41.6	31.2	19.2	3.2
31.2	48.0	18.4	1.6	0.8	Applying learning principles to instruction	9.6	49.6	28.0	9.6	3.2
21.1	50.4	20.3	7.3	0.8	Discussing controversial issues	9.8	32.5	28.5	23.6	5.7
35.8	56.0	6.4	2.4	0	Developing assessments or testing devices	16.0	53.6	13.6	14.4	2.4
30.4	56.0	9.6	3.2	0.8	Interpreting results of assessments or tests	14.4	47.2	24.0	12.0	2.4
48.4	45.2	6.4	0	0	Evaluating one's instruction	18.6	47.6	16.1	16.1	1.6
38.7	48.4	10.5	1.6	0.8	Evaluating curricular materials	8.1	34.7	32.3	21.0	4.0
17.5	43.3	25.0	11.7	2.5	Pretesting for individualization	18.3	38.3	24.2	15.0	4.2
4.1	30.6	38.0	39.0	8.3	Using standardized test results	5.8	31.4	37.2	18.2	7.4
41.6	53.6	4.0	0.8	0	Understanding legal requirements and liabilities of teaching	12.8	47.2	12.0	23.2	4.8
39.0	45.5	10.6	4.1	0.8	Reading instruction	2.4	29.3	31.7	22.8	13.8
54.8	42.7	1.6	0.8	0	Dealing with special learning problems in regular classes	3.2	17.7	14.5	49.2	15.3
30.9	51.2	13.0	4.9	0	Working with cross-cultural learners	1.6	18.7	30.1	39.0	10.6
9.6	46.4	31.2	8.8	4.0	Reading professional journals	9.6	32.0	33.6	21.6	3.2
24.2	45.2	22.6	5.6	2.4	Professionalism (workshop participation, using professional journals, participating in professional organizations)	8.9	35.5	29.0	21.8	4.8

Table 9

Educational Curriculum and Instruction (Secondary Area) -- Summary of Program Component Ratings Expressed in Percentages (N = 125).

This experience was important in my preparation						This experience was effectively organized				
very important	important	undecided	unimportant	very unimportant		very effective	effective	undecided	ineffective	very ineffective
12.0	41.0	20.0	22.0	5.0	Introductory education coursework	10.0	40.0	24.0	20.0	6.0
51.5	30.3	9.1	6.1	3.0	Early field experience (teacher aide)	NON-EXISTENT				
39.0	50.0	5.9	1.7	3.4	Teaching methods (general)	17.0	57.6	10.2	8.5	6.8
50.5	39.8	5.8	1.0	2.9	Special teaching methods (teaching field or areas)	12.6	42.7	12.6	24.3	7.8
37.5	41.7	5.8	8.3	6.7	Microteaching	40.0	45.0	4.2	4.2	6.7
83.5	14.9	0.8	0	0.8	Student Teaching	53.7	34.7	2.5	5.8	3.3

Table 10

Educational Curriculum and Instruction (Secondary Area) - Frequency of Occurrence of Teaching Fields and Ratings of Preparation (N=125)

Teaching Field	First Teaching Field freq %	N	Adequacy Rating low 1	2	3	4	high 5	Second Teaching Field freq %	N	Adequacy Rating low 1	2	3	4	high 5
Biology	23.1	28	3.6	3.6	-	32.1	60.7	9.6	10	30	20	10	30	10
Business	2.5	2	50.0	-	-	-	50.0	2.9	3	-	-	67	33	-
Chemistry	1.6	2	-	50.0	-	50.0	-	6.7	6	-	16.7	-	50	33.3
Earth Science	1.6	2	50.0	-	-	50.0	-	2.9	3	33.3	-	-	-	66.7
Economics	.8	1	-	-	-	-	100	1.0	1	-	-	-	-	100
English	15.7	19	5.3	10.5	10.5	42.1	31.6	15.4	16	11.1	16.7	18.7	14.7	16.7
French	1.6	2	-	-	-	50.0	50.0	1.0	1	-	-	100	-	-
German	.8	1	-	-	-	-	100	1.0	1	-	-	100	-	-
History	9.1	11	9.1	-	18.2	9.1	63.6	16.3	17	11.8	5.9	11.8	23.5	47
Journalism	1.6	2	-	-	-	50.0	50.0	1.9	2	-	50	-	-	50
Life-Earth Sci	.8	1	-	-	-	-	100	3.8	4	-	-	-	50	50
Mathematics	22.3	27	3.7	22.2	7.4	22.2	44.4	5.8	6	16.7	16.7	-	50	16.7
Physical Sci	-	0	-	-	-	-	-	2.9	3	-	-	66.7	33.3	-
Physics	-	0	-	-	-	-	-	1.0	2	-	-	50	50	-
Political Sci	.8	1	-	-	-	-	100	8.6	9	11.1	-	22.2	33.3	33.3
Psychology	2.5	3	33.3	-	-	-	66.7	3.8	3	33.3	-	33.3	33.3	-
Sociology	.8	1	-	-	100	-	-	3.8	4	-	50	-	25	25
Spanish	1.6	3	-	-	-	-	100	2.9	3	-	-	-	100	-
Theater Arts	2.5	7	-	-	14.3	42.9	42.9	1.0	1	-	-	100	-	-
Science Comp	6.6	0	-	-	-	-	-	5.8	6	-	16.7	-	33.3	50
Social Studies	3.3	4	-	25	50	-	25	1.0	1	-	-	-	100	-
Cumulative Ratings (%)			5.9	9.2	7.6	26.9	50.4			8.8	11.8	15.7	33.3	29.4

Educational Psychology (EPSY)

More than sixty-one percent of the EPSY designated respondents are currently employed in an education- related position. Unlike the other courses of study leading to provisional certification reported herein, the LLD provisional certification requirements are provided by EPSY through graduate level coursework. This observation suggests why there were no respondents in EPSY engaged in graduate study. (re: table 2). Generally, necessity ratings for the generic teaching skills displayed in Table 11 were high, either very necessary or necessary, while ratings on program effectiveness ranged from very effective to ineffective with the modal response being effective in nearly all instances. Table 12 reflects positive perceptions about the importance and effectiveness of specific instructional components in the LLD curriculum.

Table 11

Educational Psychology - Summary of Responses to General Teaching Skills Expressed in Percentages (N=13)

NECESSITY: My rating of the necessity of this skill is: very necessary	necessary	undecided	unnecessary	very unnecessary	Teaching Skills in	EFFECTIVENESS: My preparation on this skill was: very effective	effective	undecided	ineffective	very ineffective
100.0	0	0	0	0	Maintaining effective teacher-learner relationships	25.0	58.3	8.3	8.3	0
66.7	33.3	0	0	0	Maintaining effective teacher-teacher relationships	16.7	41.7	25.0	16.7	0
58.3	41.7	0	0	0	Maintaining effective teacher-administrator relationships	16.7	41.7	25.0	16.7	0
58.3	33.3	8.3	0	0	Maintaining effective teacher-parent (community) relationships	16.7	41.7	41.7	0	0
66.7	33.3	0	0	0	Identifying teacher's attitudes affecting learner behavior	25.0	41.7	33.3	0	0
58.3	33.3	8.3	0	0	Identifying learner attitudes affecting teacher behavior	16.7	41.7	33.3	8.3	0
25.0	66.7	0	8.3	0	Recognizing power structure of school	16.7	41.7	16.7	16.7	8.3
75.0	25.0	0	0	0	Maintaining discipline	33.3	33.3	8.3	25.0	0
75.0	25.0	0	0	0	Applying different instructional methods	50.0	41.7	8.3	0	0
27.3	72.7	0	0	0	Using audio-visual media	27.3	45.4	18.2	0	9.1
66.7	33.3	0	0	0	Giving directions	16.7	75.0	8.3	0	0
50.0	50.0	0	0	0	Lesson planning	41.7	50.0	0	8.3	0
16.7	66.7	0	16.7	0	Unit planning	16.7	58.3	8.3	16.7	0
45.4	54.6	0	0	0	Using objectives	27.3	54.6	9.1	9.1	0
38.5	61.5	0	0	0	Applying human development to instruction	7.7	76.9	15.4	0	0
46.2	46.2	0	7.7	0	Applying learning principles to instruction	23.1	53.8	23.1	0	0
0	69.2	15.4	7.7	7.7	Discussing controversial issues	0	38.5	38.5	15.4	7.7
38.5	46.2	7.7	0	7.7	Developing assessments or testing devices	15.4	23.1	23.1	30.8	7.7
53.8	38.5	0	0	7.7	Interpreting results of assessments or tests	30.8	38.5	0	23.1	7.7
69.2	30.8	0	0	0	Evaluating one's instruction	23.1	30.8	23.1	23.1	0
15.4	76.9	0	0	7.7	Evaluating curricular materials	7.7	53.8	15.4	15.4	7.7
61.5	30.8	0	0	7.7	Pretesting for individualization	23.1	30.8	0	38.5	7.7
23.1	61.5	7.7	0	7.7	Using standardized test results	30.8	30.8	15.4	15.4	7.7
50.0	41.7	8.3	0	0	Understanding legal requirements and liabilities of teaching	8.3	50.0	8.3	16.7	16.7
66.7	33.3	0	0	0	Reading instruction	16.7	33.3	16.7	25.0	8.3
61.5	38.5	0	0	0	Dealing with special learning problems in regular classes	46.2	15.4	7.7	23.1	7.7
58.3	33.3	0	0	8.3	Working with cross-cultural learners	16.7	25.0	25.0	16.7	16.7
30.8	69.2	0	0	0	Reading professional journals	23.1	69.2	0	7.7	0
30.8	69.2	0	0	0	Professionalism (workshop participation, using professional journals, participating in professional organizations)	23.1	53.8	15.4	7.7	0

Table 12

Educational Psychology - Summary of Program Component Ratings Expressed in Percentages (N=13)

Importance to Role as LLD Teacher					Program Components	Effectiveness of your TAMU Preparation as an LLD Teacher				
very important	important	undecided	unimportant	very unimportant		very effective	effective	undecided	ineffective	very ineffective
50.0	50.0	0.	0	0	Characteristics of exceptional and handicapped pupils	37.5	62.5	0	0	0
37.5	62.5	0	0	0	Administrative arrangements used in special education (e.g. resource rooms, consulting teachers, etc.)	50.0	37.5	12.5	0	0
62.5	37.5	0	0	0	Normal learning & its relationship to LD pupils	37.5	62.5	0	0	0
50.0	50.0	0	0	0	Abnormal learning utilizing an information processing model	62.5	25.0	12.5	0	0
75.0	25.0	0	0	0	Various modalities appropriate to learning by LD pupils	75.0	25.0	0	0	0
12.5	75.0	12.5	0	0	Theoretical foundation to methodology in special education	50.0	37.5	12.5	0	0
25.0	50.0	12.5	12.5	0	Simulated experience in teaching LD pupils	37.5	50.0	12.5	0	0
87.5	12.5	0	0	0	In-School practical experience in teaching LD pupils	62.5	25.0	0	0	12.5
62.5	37.5	0	0	0	Normal child development	37.5	62.5	0	0	0

Health and Physical Education (HPE)

Seventy percent of the respondents who completed a provisional certificate program in Health and Physical Education are either teaching or are enrolled in graduate school. Perceptions of these individuals regarding the generic teaching skills are reported in table 13. This table reflects substantial response variation on both the necessity and effectiveness scales for some items.

Because of the nature of the certification program offered by HPE, substantial emphasis is placed on content areas in health and skill performances in physical education. Program elements characteristic to HPE alone formed the topics for tables 14 and 15. For example, table 15 summarizes self-ratings of competence with various topics treated in Health classes. Chronic and degenerate diseases and mood modifiers were identified as difficult health topics by some, while physical fitness and growth and development were topics all respondents felt competent to teach.

Table 14 summarizes the knowledge level and performance levels of certification recipients in various physical education activities, as well as their self-perceived coaching ability in four sports. This summary suggests that graduates of the HPE program are very competent in organizing activities involving softball, touch football/flag football, volleyball and basketball, but feel somewhat unprepared to deal with archery, dance, golf and wrestling. Subject areas that some respondents apparently felt ill-equipped to integrate into their instruction included: exercise physiology and motor learning. Conversely, fitness and athletic injuries were topics that nearly all respondents reportedly were able to apply to their classroom instruction.

Table 13

Health and Physical Education - Summary of Responses to General Teaching Skills Expressed in Percentages (N=60)

NECESSITY: My rating of the necessity of this skill is					Teaching Skills in	EFFECTIVENESS: My preparation on this skill was				
very necessary	necessary	undecided	unnecessary	very unnecessary		very effective	effective	undecided	ineffective	very ineffective
64.4	35.6	0	0	0	Maintaining effective teacher-learner relationships	10.2	66.1	8.5	11.9	3.4
33.3	51.7	10.0	5.0	0	Maintaining effective teacher-teacher relationships	11.7	40.0	20.0	20.0	8.3
48.3	48.3	3.3	0	0	Maintaining effective teacher-administrator relationships	15.0	36.7	15.0	30.0	3.3
46.7	46.7	3.3	3.3	0	Maintaining effective teacher-parent (community) relationships	11.7	33.3	25.0	25.0	5.0
31.7	58.3	8.3	1.7	0	Identifying teacher's attitudes affecting learner behavior	11.7	55.0	20.0	13.3	0
36.2	56.9	6.9	0	0	Identifying learner attitudes affecting teacher behavior	10.3	43.1	22.4	24.1	0
18.3	56.0	16.7	10.0	0	Recognizing power structure of school	8.3	25.0	31.7	26.7	8.3
89.8	8.5	0	0	1.7	Maintaining discipline	11.9	25.4	23.7	25.4	13.6
25.0	60.0	11.7	1.7	1.7	Applying different instructional methods	23.3	50.0	16.7	8.3	1.7
28.3	56.7	11.7	1.7	1.7	Using audio-visual media	25.0	48.3	10.0	13.3	3.3
53.3	45.0	1.7	0	0	Giving directions	28.3	53.3	11.7	6.7	0
36.7	58.3	10.0	3.3	1.7	Lesson planning	21.7	63.3	8.3	3.3	1.7
30.0	53.3	15.0	1.7	0	Unit planning	18.3	68.3	8.3	3.3	1.7
15.5	58.6	19.0	6.9	0	Using objectives	17.2	70.7	6.9	3.4	1.7
29.8	50.9	15.8	1.8	1.8	Applying human development to instruction	15.8	33.3	35.1	14.0	1.8
24.6	61.4	14.0	0	0	Applying learning principles to instruction	22.8	54.4	14.0	8.8	0
17.5	56.1	21.0	3.5	1.8	Discussing controversial issues	5.3	49.1	24.6	19.3	1.8
23.2	64.3	12.5	0	0	Developing assessments or testing devices	17.9	60.7	8.9	10.7	1.8
17.5	68.4	12.3	1.8	0	Interpreting results of assessments or tests	17.5	59.7	17.5	5.3	0
33.9	61.0	3.4	1.7	0	Evaluating one's instruction	8.5	59.3	20.3	10.2	1.7
26.3	54.4	15.8	3.5	0	Evaluating curricular materials	10.5	40.4	26.3	19.3	3.5
10.2	35.6	39.0	13.6	1.7	Pretesting for individualization	5.1	47.5	30.5	17.0	0
1.7	35.6	33.9	25.4	3.4	Using standardized test results	1.7	42.4	42.4	11.9	1.7
60.0	35.0	3.3	1.7	0	Understanding legal requirements and liabilities of teaching	15.0	30.0	13.3	33.3	8.3
39.0	44.1	10.2	6.8	0	Reading instruction	10.2	35.6	35.6	15.3	3.4
40.0	48.3	10.0	1.7	0	Dealing with special learning problems in regular classes	6.7	26.7	23.3	31.7	11.7
27.1	44.1	20.3	8.5	0	Working with cross-cultural learners	1.7	27.1	33.9	27.1	10.2
15.0	46.0	28.3	10.0	1.7	Reading professional journals	20.0	33.3	30.0	11.7	5.0
25.0	50.0	18.3	5.0	1.7	Professionalism (workshop participation, using professional journals, participating in professional organizations)	23.3	43.3	21.7	8.3	3.3

Table 14

Health and Physical Education - Summary of P. E. Activity, Coaching Ability, and Knowledge Ratings Expressed in Percentages (N=59).

Knowledge Level			Physical Education Activity	Performance Level		
good	adequate	inadequate		good	adequate	inadequate
17.2	44.8	37.9	Archery	17.2	36.2	46.6
59.6	28.1	12.3	Badminton	59.6	31.6	8.8
69.0	22.4	8.6	Basketball	70.7	20.7	8.6
20.7	29.3	50.0	Dance	20.7	36.2	43.1
22.8	52.6	24.6	Golf	14.0	50.9	35.1
37.9	50.0	12.1	Soccer	29.3	58.6	12.1
77.6	20.7	1.7	Softball	79.3	20.7	0
43.1	43.1	13.8	Swimming	44.8	41.4	13.8
35.1	42.1	22.8	Speedball	38.6	47.4	14.0
81.0	17.2	1.7	Touch Football/Flag Football	79.3	17.2	3.4
67.2	31.0	1.7	Tennis	58.6	37.9	3.4
69.0	29.3	1.7	Track and Field	60.3	34.5	5.2
75.9	22.4	1.7	Volleyball	82.8	15.5	1.7
50.0	31.0	19.0	Weight Training	50.0	31.0	19.0
22.4	36.2	41.4	Wrestling	22.4	39.7	37.9

Subject Area	Ability to apply knowledge in:		
	good	adequate	inadequate
Athletic Injuries	41.8	50.9	7.3
Exercise Physiology	29.1	41.8	29.1
Fitness	74.5	25.5	0
Health Education	65.4	30.9	3.6
Kinesiology	25.4	63.6	11.0
Motor Learning	21.8	54.5	23.6
Skill Analysis	40.0	45.5	14.5
Tests and Measurements	41.8	47.3	10.9

Athletic Sport	Coaching Level		
	good	adequate	inadequate
Basketball	55.4	30.4	14.3
Football	59.6	25.0	15.4
Track and Field	57.1	32.1	10.7
Volleyball	40.0	50.9	9.1

Table 15

Health Education - Summary of Responses to Selected Topics Expressed in Percentages (N=59)

Content Area	Competency Level		
	Good	Adequate	Inadequate
Chronic and Degenerate Diseases	25.0	50.0	25.0
Community Health	40.9	50.0	9.1
Consumer Health	31.8	59.1	9.1
Environmental Health	40.9	47.7	11.4
Growth and Development	45.5	54.5	0
Human Sexuality	56.8	40.9	2.3
Mental Health	30.2	51.2	18.6
Mood Modifiers	20.4	54.5	25.0
Nutrition	47.7	38.6	13.6
Physical Fitness	90.7	9.3	0
Safety	65.1	32.6	2.3

Industrial Education

Over sixty-seven percent of the respondents from industrial education are either attending graduate school or teaching in the middle school or high school. Responses to the general teaching skills are summarized in table 16. As with the other program areas, former students generally perceive these generic skills to be necessary or very necessary but their perceptions vary significantly with respect to the degree of effectiveness provided by the preparation program they experienced to impart these skills.

Table 17 summarizes perceptions of former students concerning the program components they experienced. While all program components received high importance ratings, respondents assessed their preparation for the components: "use mass production activities," "develop instructional materials," and "evaluate student progress" to be adequate to good. Conversely, they assessed their preparation in the program components, "maintain machinery and equipment," and "manage shop funds" to be marginal or inadequate. Other program components assessed on this questionnaire which may merit attention include: aviation, industrial plastics, and power mechanics. However, since only 4 individuals reacted to these program components, generalizing from these values should be done with discretion.

Table 16

Industrial Education - Summary of Responses to General Teaching Skills Expressed in Percentages (N=9)

NECESSITY: My rating of the necessity of this skill is					EFFECTIVENESS: My preparation on this skill was					
very necessary	necessary	undecided	unnecessary	very unnecessary	Teaching Skills in	very effective	effective	undecided	ineffective	very ineffective
70.0	30.0	0	0	0	Maintaining effective teacher-learner relationships	30.0	50.0	20.0	0	0
30.0	50.0	0	20.0	0	Maintaining effective teacher-teacher relationships	20.0	20.0	40.0	10.0	10.0
55.6	44.4	0	0	0	Maintaining effective teacher-administrator relationships	0	44.4	22.2	22.2	11.1
60.0	30.0	10.0	0	0	Maintaining effective teacher-parent (community) relationships	20.0	0	30.0	30.0	20.0
40.0	60.0	0	0	0	Identifying teacher's attitudes affecting learner behavior	20.0	50.0	20.0	0	10.0
40.0	40.0	20.0	0	0	Identifying learner attitudes affecting teacher behavior	30.0	30.0	30.0	0	10.0
50.0	50.0	0	0	0	Recognizing power structure of school	10.0	50.0	10.0	20.0	10.0
66.7	33.3	0	0	0	Maintaining discipline	33.3	11.1	22.2	22.2	11.1
40.0	60.0	0	0	0	Applying different instructional methods	50.0	30.0	20.0	0	0
30.0	40.0	10.0	20.0	0	Using audio-visual media	70.0	20.0	10.0	0	0
50.0	40.0	0	0	0	Giving directions	40.0	50.0	0	10.0	0
50.0	30.0	20.0	0	0	Lesson planning	30.0	50.0	0	20.0	0
40.0	40.0	10.0	10.0	0	Unit planning	20.0	60.0	10.0	10.0	0
10.0	40.0	20.0	30.0	0	Using objectives	40.0	40.0	20.0	0	0
12.5	12.5	50.0	25.0	0	Applying human development to instruction	25.0	12.5	50.0	12.5	0
22.2	55.6	22.2	0	0	Applying learning principles to instruction	11.1	55.6	22.2	11.1	0
22.2	44.4	0	33.3	0	Discussing controversial issues	33.3	22.2	0	33.3	11.1
55.6	33.3	11.1	0	0	Developing assessments or testing devices	44.4	22.2	33.3	0	0
55.6	22.2	11.1	11.1	0	Interpreting results of assessments or tests	44.4	22.2	11.1	22.2	0
33.3	55.6	0	11.1	0	Evaluating one's instruction	33.3	33.3	0	33.3	0
33.3	55.6	11.1	0	0	Evaluating curricular materials	11.1	44.4	11.1	22.2	11.1
22.2	22.2	11.1	33.3	11.1	Pretesting for individualization	33.3	33.3	11.1	22.2	0
11.1	11.1	33.3	22.2	22.2	Using standardized test results	11.1	33.3	33.3	22.2	0
66.7	22.2	11.1	0	0	Understanding legal requirements and liabilities of teaching	44.4	11.1	33.3	11.1	0
11.1	77.8	11.1	0	0	Reading instruction	11.1	11.1	22.2	55.6	0
44.4	44.4	11.1	0	0	Dealing with special learning problems in regular classes	33.3	22.2	11.1	22.2	11.1
33.3	22.2	22.2	22.2	0	Working with cross-cultural learners	0	22.2	44.4	22.2	11.1
33.3	55.6	11.1	0	0	Reading professional journals	55.6	44.4	0	0	0
44.4	44.4	11.1	0	0	Professionalism (workshop participation, using professional journals, participating in professional organizations)	66.7	11.1	22.2	0	0

Table 17

Industrial Education - Program Component Ratings Expressed in Percentages (N=7)

Importance to Role as IED Teacher			Program Components	Effectiveness of your TAMU Preparation as an IED Teacher		
important	undecided	unimportant		adequate to good	marginal	not prepared
87.5	12.5	0	Organize Industrial Arts clubs	62.5	25.0	12.5
88.9	11.1	0	Sponsor Industrial Arts clubs	55.6	33.3	11.1
77.8	22.2	0	Inventory materials & supplies	33.3	44.4	22.2
88.9	11.1	0	Purchase materials & supplies	33.3	44.4	22.2
88.9	11.1	0	Maintain machinery & equipment	44.4	22.2	33.3
88.9	11.1	0	Manage shop funds	33.3	33.3	33.3
77.8	11.1	11.1	Encourage individuals student research	66.7	22.2	11.1
66.7	0	33.3	Encourage student group research	66.7	22.2	11.1
88.9	11.1	0	Use mass production activities	100.0	0	0
77.8	11.1	11.1	Locate and use industrial persons as resources for class	66.7	22.2	11.1
66.7	33.3	0	Develop instructional materials	88.9	0	11.1
88.9	11.1	0	Evaluate student progress	88.9	11.1	0
88.9	0	11.1	Cope with multiple activities simultaneously	66.7	33.3	0

Which of these components do you teach?		adequate to good	marginal	not prepared
28.6	General shop	75.0	25.0	0
33.3	Woods	100.0	0	0
33.3	Drafting	50.0	50.0	0
11.1	Metals & welding	100.0	0	0
0	Power mechanics	0	50.0	50.0
0	Crafts	100.0	0	0
11.1	Industrial plastics	0	50.0	50.0
0	Electricity/Electronics	33.3	33.3	33.3
0	Graphic arts	50.0	50.0	0
0	Photography	66.7	0	33.3
0	Manufacturing	50.0	50.0	0
11.1	Construction	66.7	33.3	0
0	Aviation	0	0	100.0

Has an inadequate preparation in one or more of the program components listed above:

(1) persuaded you not to apply for an attractive position?

Yes 14.3 No 85.7 If yes, please list components.

(2) resulted in not being selected for an attractive position?

Yes 0 No 100.0 If yes, please list components.

Other data directly related to perceptions of former students are the responses to open-ended items provided on the questionnaires. Nearly half (49%) of the respondents added written comments to their responses. It is ironic that while the initial mailout return was less than the return from the second mailout, more written comments accompanied the initial returns, i.e., 130 comments/256 returns compared to 99 comments/312 returns. Moreover, 94 percent of the comments were from certification recipients who experienced one of the EDCI programs. Comments from elementary teachers (EDCI) fell primarily into four areas of concern: need for more intensive early field experiences, need for greater emphasis on discipline and classroom management, need for a longer student teaching experience, and a need for more emphasis on reading. Other areas of need mentioned more than once included multicultural studies and special education. Secondary teachers certified by EDCI frequently mentioned the need for earlier field experiences, the need for more work on discipline, the need for methods coursework in teaching fields, longer student teaching experiences, and less emphasis on performance objectives. The need for reading instruction at the secondary level was also mentioned by more than one teacher.

Trends from the comments offered by former students of other departments were not discernible because of the limited number of responses. A complete listing of comments are provided in Appendix D.

Supervisor ratings on the effectiveness of the recently employed teacher from Texas A&M were collected and summarized. As mentioned previously, this information is presented in appendix C. Collectively, supervisor ratings were positive for each of the 29 general teaching skills listed. Although this information is encouraging to the various preparation programs, these data are of limited significance for program evaluation

because of the uniformity of responses to the various teaching skills.

Curricular revisions needed to strengthen programs - function 3

While recommendations for program improvement will be provided in the following section, the intent here is to present the discrepancy scores related to the general teaching skills for each preparatory program (Table 18). In addition, discrepancy scores for the EPSY special component, and EDCI program components will be presented in tables 19 and 20. Taken collectively, over 49% of the discrepancy scores for the general teaching skills were determined to be within the acceptable range, that is, the related instructional components to these skills are not in need of revision or review. However, 32.4 percent of the discrepancy scores fell within the review range, and 18.5% of the values suggest the need for program revision.

Review of these discrepancy scores by program area reveals that AgEd respondents rated their preparation as acceptable (27 Skills in the acceptable range, 2 Skills in the review range). While at the other end of the continuum, EDCI respondents were more critical of their preparation (ELEM - 8 skill components are acceptable, 11 skill components are in need of review, 10 skill components need to be revised; SEC - 9 skill components are acceptable, 12 skill components need to be reviewed, 8 skill components need to be revised). The remaining program areas fell between AgEd and EDCI with respect to the acceptable discrepancy scores, i.e., EPSY - 11 skill components are acceptable, 12 skill components are in need of review, 5 skill components need revision; HPE - 16 skill components are acceptable, 8 skill components are in need of review, 5 skill components need revision; IEd - 14 skill components are acceptable, 11 skill components are in need of review, 4 skill components need revision.

Discrepancy scores for the EPSY and EDCI program components reported

in tables 19 and 20 suggest only one program component in need of revision, i.e., early field experience for the secondary program area in EDCI.

Table 18

Summary of Program Area Discrepancy Scores for General Teaching Skills

TEACHING SKILLS:	Program Area AgEd	EdCI (s)	EdCI (e)	EPSy	HPE	IEd
Maintaining effective teacher-learner relationships	60.87	123.84	93.66	99.98	96.60	60.00
Maintaining effective teacher-teacher relationships	33.34	129.37	108.99	108.31	86.65	60.00
Maintaining effective teacher-administrator relationships	52.19	139.69	124.21	99.98	115.01	111.10
Maintaining effective teacher-parent (community) relationships	34.77	168.80	140.39	75.01	115.01	180.00
Identifying teacher's attitudes affecting learner behavior	26.09	87.73	83.88	75.00	54.99	70.00
Identifying learner attitudes affecting teacher behavior	21.73	112.20	105.83	83.33	89.64	50.00
Recognizing power structure of school	10.83	103.26	147.79	66.67	83.34	120.00
Maintaining discipline	54.34	208 80	187.92	100.3	188.13	133.32
Applying different instructional methods	8.68	51.60	[illegible]	33.33	19.98	10.00
Using audio-visual media	-6.53	60.68	55.	45.45	30 01	-50 00
Giving directions	8.70	78.91	90.91	58.33	48.33	40.00
Lesson planning	-23.9	6.40	25.15	25.00	3.33	40.00
Unit planning	-2.15	13.74	1.30	8.33	13 35	20.00
Using objectives	-26.06	-37.60	-21.00	45.45	-1.75	-90.00
Applying human development to instruction	2.28	80·00	59.50	46.15	56 14	-37.50
Applying learning principles to instruction	8 89	54.40	39.99	30.77	19.30	33.33
Discussing controversial issues	-8.68	66.66	62.23	38.45	47.37	22 22
Developing assessments or testing devices	-21.70	57.60	95.88	99 97	28 60	33 33
Interpreting results of assessments or tests	11 36	52.80	119 86	69.21	12 29	33 33
Evaluating one's instruction	43.46	76 89	81 70	115 40	64.36	44 44
Evaluating curricular materials	28.90	104 59	76.63	53.83	68 45	90 99
Pretesting for individualization	-26.64	10 04	143 17	115.38	-1.69	-66.66
Using standardized tests' results	-39.13	-6.67	61.45	30.75	-23.34	-97.77
Understanding legal requirements and liabilities of teaching	28.27	96.00	135 53	124 99	143.33	66.66
Reading instruction	22 23	134 14	125.95	141.66	81 34	122 21
Dealing with special learning problems in regular classes	65.21	207 29	198.68	92.28	141.66	88 88
Working with cross-cultural learners	47 82	146.33	158.95	125.00	106.77	88 88
Reading professional journals	-12.99	22 40	4.64	23.07	10 02	-33.33
Professionalism (workshop participation, using professional journals, participating in professional organizations)	-2.22	61 27	51 33	38 45	16 67	-11.11

Table 19

Summary of EPSY Program Components Discrepancy Scores

Characteristics of exceptional & handicapped pupils	12.50
Administrative arrangements used in special education (e.g., resource rooms, consulting teachers, etc.)	0.00
Normal learning & its relationships to LD pupils	25.00
Abnormal learning utilizing an information processing model	0.00
Various modalities appropriate to learning by LD pupils	0.00
Theoretical foundation to methodology in special education	-37.50
Simulated experience in teaching LD pupils	-37.50
In-school practical experience in teaching LD pupils	62.50
Normal child development	25.00

Table 20

Summary of EDCI Program Components Discrepancy Scores

	Elementary	Secondary
Introductory education coursework	23.06	5.00
Early field experience (teacher aides)	42.63	130.29
Teaching methods (general)	65.67	49.96
Special teaching methods (teaching field or areas)	68.12	105.85
Microteaching	0.02	-12.46
Student teaching	43.34	50.53

Recommendations

Given the myriad of data reported in the findings, the task of interpretation has been particularly onerous. Even though the task has been difficult, recommendations for program revision were developed. These recommendations were drawn primarily from the discrepancy scores for each program. Secondary emphasis however, was placed on descriptive data and written comments of former students as well as the cumulative ratings from supervisors of these individuals. Suggestions and comments for each program area will be grouped together to facilitate interpretation.

Agricultural Education

Former students in AgEd report their preparation for teaching was both relevant and effective. In terms of the follow-up survey, this program does not suffer from programatic deficiencies or ineffective instruction. Perhaps of some interest for program review are the instructional components identified by the moderate discrepancy scores for the general teaching skills: "Maintaining effective teacher-learner relationships" and "Dealing with special learning problems in regular classes." These teaching skills were also cited in the specific component of the questionnaire as being among the most important responsibilities for first year teachers in Agricultural Education. As perceived by former students, this survey indicates that AgEd faculty members are successfully preparing their teaching candidates for the challenges of the Vocational Agriculture classroom and Future Farmers Organization (FFA).

Educational Curriculum and Instruction

Recent certification recipients in EDCI have provided a number of positive suggestions for program review and revision. In the elementary

program area, discrepancy values have suggested a need for revising or adding instructional components related to the following teaching skills:

Maintaining effective teacher-administrator relationships

Maintaining effective teacher-parent (community) relationships

Recognizing power structure of school

Maintaining discipline

Interpreting results of assessments or tests

Pretesting for individualization

Understanding legal requirements and liabilities of teaching

Reading instruction

Dealing with special learning problems in regular classes

Working with cross-cultural learners

Written comments from elementary level respondents confirm many of these areas of concern regarding the program they experienced. On a positive note, a number of these issues have been addressed by the elementary program area faculty, and curricular revision efforts are either underway or have been completed since 1976.

Discrepancy scores for the secondary level program in EDCI indicate the need for revising or adding curricular components related to these teaching skills:

Maintaining effective teacher-learner relationships

Maintaining effective teacher-teacher relationships

Maintaining effective teacher-administrator relationships

Maintaining effective teacher-parent (community) relationships

Maintaining discipline

Reading instruction

Dealing with special learning problems in regular classes

Working with cross-cultural learners

As with the elementary program in EDCI, written comments from secondary certificate recipients corrobrate the shortcomings in the program they experienced. In addition, the secondary program component, early field experience, received a high discrepancy rating. This rating is justified since members of this survey sample did not experience an early field experience. The early field experience for secondary majors commensed, spring semester, 1977. Moreover, a similar situation occurred regarding the "special teaching methods" program component; 1974-75 respondents were unable to assess the quality of this program component since the courses (EDCI 401-407) were not offered on a continuing basis until the Fall semester, 1975. Although a number of program adjustments have already been initiated, these observations and recommendations are offered for consideration to the elementary and secondary program areas of Educational Curriculum and Instruction for their consideration.

Educational Psychology

Provisional certification respondents to this survey have indicated the need for program revision related to the LLD curriculum. Five general teaching skills were identified because the discrepancy scores for these skills were of sufficient magnitude to signal the need for curriculum revision. These components include;

Evaluating one's instruction

Pretesting for individualization

Understanding legal requirements and liabilities of teaching

Reading instruction

Working with cross-cultural learners

It must be noted however, that since the number of responses (N=13) was so diminutive, strict adherence to this decision-rule is questionable.

Therefore, the follow-up committee recommends that these curricular program components be reviewed carefully by the Educational Psychology faculty responsible for the LLD certification program.

Health and Physical Education

Discrepancy scores determined from responses of former HPE students suggest the need for revising or adding five general instructional components to the undergraduate certification programs. These instructional components relate to the following teaching skills:

Maintaining effective teacher-administrator relationships

Maintaining effective teacher-parent (community) relationships

Maintaining discipline

Understanding legal requirements and liabilities of teaching

Dealing with special learning problems in regular classes

In addition, reponses on the specific component of the HPE questionnaire signal the need for curriculum review of the components dealing with:

Chronic and degenerate diseases

Mood modifiers

Organizing physical education activities involving archery, dance, golf, and wrestling

Exercise physiology

Motor learning

These recommendations are offered to the Health and Physical Education faculty for their review and consideration.

Industrial Education

Instructional components for four general teaching skills of the undergraduate teacher preparation program in IEd were identified from the analysis of data as being in need of revision. These instructional components

include:

Maintaining effective teacher-parent (community) relationships

Recognizing power structure of school

Maintaining discipline

Reading instruction

While the discrepancy values for these teaching skills were of sufficient magnitude to warrant these recommendations, the number of responses (N=9) from which the values were derived is so small that perhaps careful review is more appropriate than the recommendations to revise the curriculum.

In addition, responses on the specific components of the IEd questionnaire suggest the need for curriculum review of the instructional components dealing with:

Maintaining machinery and equipment

Managing shop funds

Aviation

Industrial Plastics

Power Mechanics

These recommendations are offered to the Industrial Education faculty for their review and consideration.

This report represents a significant outlay of personal effort and commitment on the part of former students and supervisors who responded to the survey, and in particular, of Mr. Pat Gatons, a graduate assistant in EDCI who was responsible for compiling and organizing the data obtained from the numerous mailings. Because of the effort and commitment exhibited, the follow-up committee strongly encourages the programs examined to carefully review this document, considering the implications it has for improving their teacher preparation programs at Texas A&M University.

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Note 1

Farris, L. A. Dissertation in progress. Ph.D. candidate in Educational Curriculum and Instruction, Texas A&M University, major advisor, R. E. Shutes.

Appendix A

Timetable of Events for Follow-Up Survey

Event	Proposed Date	Actual Date
Decision to Conduct Survey	9/10/76	9/10/76
Decision to Survey Supervisors of Recent Graduates	9/30/76	9/30/76
First Draft of Instruments Completed	9/30/76	9/30/76
List of Provisional Certificate Applicants Compiled	9/30/76	9/30/76
Instruments Reviewed by Committee and Panel	10/15/76	10/15/76
Addresses of Students Compiled	10/15/76	10/15/76
Final Draft of Instruments Completed	10/30/76	10/30/76
Cover Letter Developed and Duplicated	10/30/76	12/1/76
Instruments Duplicated	11/15/76	12/14/76
Initial Mailout to Certificate Recipients	11/20/76	12/15/76
Decision to Make Second Mailout	1/5/77	2/1/77
Telephone Non-Respondents	1/5/77 -- 1/20/77	----
Second Mailout Conducted if Necessary	2/1/77	2/18/77
Mailout to Supervisors of Certificate Recipients	2/1/77	4/18/77
Results Compiled	3/10/77	5/10/77
Summary of Responses Mailed to Respondents	4/1/77	5/12/77
Preliminary Report to Follow-up Committee	4/1/77	4/1/77
Composite Report of Follow-up to Dean and C.T.E.	4/20/77	6/20/77
Draft of Procedures for Departmental Follow-up Efforts Completed	5/20/77	6/20/77
Instrument Development - Initial Phase for Professional Certificates	6/20/77	
First Draft of Instruments Reviewed by Committee and Panel Within Each Department	7/20/77	----
Final Draft of Instruments for Recipients of Professional Certificates Developed	8/20/77	----

Itemized Expenses for Conducting Follow-up Survey

Cost of instruments used in survey	1838 inst X 15.6 cents/inst	$ 286.73
envelopes	2566 envelopes X .02 cost/envelope	51.32
postage	2566 letters X .03 cost/letter	333.58
cover letters		47.90
computer funds		300.00
		$1,019.53
cost/response for this survey excluding personnel costs		$1.29

Appendix B

FOLLOW-UP QUESTIONNAIRE

Survey of Teacher Education Programs At Texas A&M University

This questionnaire was developed to obtain information on the effectiveness of the various teacher preparation programs offered by Texas A&M University. With your help, information obtained from these questionnaires will be used to evaluate the curriculum of each program.

Background Information

Name _____

Current mailing address _____ Zip Code ( )

Year graduated from Texas A&M _____

Current occupational status (check as many as needed)

Teaching elementary school ( )
Teaching middle or junior high school ( )
Teaching high school ( )
Teaching junior college or post secondary ( )
Graduate education (getting an advanced degree) ( )
Other ( ) please specify _____

Address of current school or other place of work _____

_____

_____

NOTE: If you are not teaching or working in an instructional capacity you may elect not to complete the remainder of this survey. However, we do want to know your current address and occupational status. So please remit the form to us.

GENERAL TEACHING SKILLS

The following data presentation represents a total compilation of all responses expressed as percentages. It may be of interest to you that approximately 57 percent of all individuals responding to this survey are engaged in teaching.

NECESSITY: My rating of the necessity of this skill is:					Teaching Skills in:	EFFECTIVENESS: My preparation on this skill was:				
very necessary	necessary	undecided	unnecessary	very unnecessary		very effective	effective	undecided	ineffective	very ineffective
					Maintaining effective teacher-learner relationships					
					Maintaining effective teacher-teacher relationships					
					Maintaining effective teacher-administrator relationships					
					Maintaining effective teacher-parent (community) relationships					
					Identifying teacher's attitudes affecting learner behavior					
					Identifying learner attitudes affecting teacher behavior					
					Recognizing power structure of school					
					Maintaining discipline					
					Applying different instructional methods					
					Using audio-visual media					
					Giving directions					
					Lesson planning					
					Unit planning					
					Using objectives					

NECESSITY: My rating of the necessity of this skill is:					Teaching Skills in:	EFFECTIVENESS: My preparation on this skill was:				
very necessary	necessary	undecided	unnecessary	very unnecessary		very effective	effective	undecided	ineffective	very ineffective
					Applying human development to instruction					
					Applying learning principles to instruction					
					Discussing controversial issues					
					Developing assessment or testing devices					
					Interpreting results of assessments or tests					
					Evaluating one's instruction					
					Evaluating curricular materials					
					Pretesting for individualization					
					Using standardized test results					
					Understanding legal requirements and liabilities of teaching					
					Reading instruction					
					Dealing with special learning problems in regular classes					
					Working with cross-cultural learners					
					Reading professional journals					
					Professionalism (workshop participation, using professional journals, participating in professional organizations)					

Information Form

Instructions: From the list of 18 teaching responsibilities listed below; please indicate, by rank, the five (5) you believe are most needed by a first year teacher. For example, if you think "Making home visits" is the area needed most, you would place a 1 in the blank preceeding that item.

_____ 1. Serving as advisor to young farmer chapter.

_____ 2. Developing good school and community relations (students, parents, teachers, etc.).

_____ 3. Obtaining equipment, teaching supplies, etc.

_____ 4. Determining what to teach and when to teach it.

_____ 5. Evaluating students (tests and grades).

_____ 6. Obtaining teaching aids and materials.

_____ 7. Financing FFA Chapter.

_____ 8. Handling discipline problems.

_____ 9. Organizing an Advisory Committee for vocational agriculture.

_____ 10. Helping students develop supervised farming projects.

_____ 11. Organizing an adult education program.

_____ 12. Keeping project record books.

_____ 13. Completing FFA applications for awards.

_____ 14. Developing a filing system.

_____ 15. Keeping an inventory of supplies and equipment.

_____ 16. Organizing a young farmer chapter.

_____ 17. Making home visits.

_____ 18. Keeping records and making VA reports.

Other: Please use this space to write suggestions you think would be helpful to us.

Please respond to the following items on both scales. In this section you are asked to rate the importance and effectiveness of program components in the teacher preparation program you experienced. If you did not participate in the experience circle NE (not experienced).

This experience was important in my preparation						This experience was effectively organized				
very important	important	undecided	unimportant	very unimportant	Program Components	very effective	effective	undecided	ineffective	very ineffective
					NE Introductory education coursework					
					NE Early field experience (teacher aide)					
					NE Teaching methods (general)					
					NE Special teaching methods (teaching field or areas)					
					NE Microteaching					
					NE Student Teaching					

Elementary Teachers: Please rate the preparation you received in the area of specialization

very adequate ___ ___ ___ ___ ___ very inadequate

Secondary Teachers: Please rate your preparation in

First teaching field (please name) _____

very adequate ___ ___ ___ ___ ___ very inadequate

Second teaching field (please name) _____

very adequate ___ ___ ___ ___ ___ very inadequate

What needs to be changed or added to the teacher education program at Texas A&M University?

Please respond to the following items on both scales. In this section you are asked to rate the importance and effectiveness of program components in the LLD teacher preparation program you experienced.

Importance to Role as LLD Teacher					Program Component	Effectiveness of your TAMU Preparation as an LLD Teacher				
very important	important	undecided	unimportant	very unimportant		very effective	effective	undecided	ineffective	very ineffective
___	___	___	___	___	Characteristics of exceptional & handicapped pupils	___	___	___	___	___
___	___	___	___	___	Administrative arrangements used in special education (e.g. resource rooms, consulting teachers, etc.)	___	___	___	___	___
___	___	___	___	___	Normal learning & its relationship to LD pupils	___	___	___	___	___
___	___	___	___	___	Abnormal learning utilizing an information processing model	___	___	___	___	___
___	___	___	___	___	Various modalities appropriate to learning by LD pupils	___	___	___	___	___
___	___	___	___	___	Theoretical foundation to methodology in special education	___	___	___	___	___
___	___	___	___	___	Simulated experience in teaching LD pupils	___	___	___	___	___
___	___	___	___	___	In-school practical experience in teaching LD pupils	___	___	___	___	___
___	___	___	___	___	Normal child development	___	___	___	___	___

HEALTH AND PHYSICAL EDUCATION TEACHER QUESTIONNAIRE COMPONENT

This portion of the questionnaire was developed to obtain information on the teaching effectiveness of recent graduates of our teacher education program in the Department of Health and Physical Education and obtain information on how we might better prepare future teachers in Physical Education. If you are certified in Health and Physical Education complete the following section.

Please check your knowledge level and performance level for each of the physical education activities listed below. Add additional activities you feel important under other. (Knowledge Level -- Sufficient to teach activity). (Performance Level -- Sufficient to demonstrate skills).

Knowledge Level			Physical Education Activity	Performance Level		
good	adequate	inadequate		good	adequate	inadequate
___	___	___	Archery	___	___	___
___	___	___	Badminton	___	___	___
___	___	___	Basketball	___	___	___
___	___	___	Dance	___	___	___
___	___	___	Golf	___	___	___
___	___	___	Soccer	___	___	___
___	___	___	Softball	___	___	___
___	___	___	Swimming	___	___	___
___	___	___	Speedball	___	___	___
___	___	___	Touch Football/Flag Football	___	___	___
___	___	___	Tennis	___	___	___
___	___	___	Track and Field	___	___	___
___	___	___	Volleyball	___	___	___
___	___	___	Weight Training	___	___	___
___	___	___	Wrestling	___	___	___
___	___	___	Other_____	___	___	___
___	___	___	_____	___	___	___
___	___	___	_____	___	___	___

Please check your coaching level in each of the sports listed below. Add additional sports you feel important.

Athletic Sport	Coaching Level		
	Good	Adequate	Inadequate
Basketball			
Football			
Track and Field			
Volleyball			
Other _____			
_____			
_____			

Please check your level of ability to apply to the teaching of Physical Education activities your knowledge in:

Subject Area	Ability to apply knowledge in:		
	Good	Adequate	Inadequate
Athletic Injuries			
Exercise Physiology			
Fitness			
Health Education			
Kinesiology			
Motor Learning			
Skill Analysis			
Tests and Measurements			

HEALTH EDUCATION TEACHER QUESTIONNAIRE COMPONENT

This portion of the questionnaire was developed to obtain information on the teaching effectiveness of recent graduates of our teacher education program in the Department of Health and Physical Education and obtain information on how we might better prepare future teachers in Health Education. If you are certified in Health Education complete the following section.

Please check your competency level for teaching each Health Content Area listed below. Feel free to add any content areas you feel important.

Content Area	Competency Level		
	Good	Adequate	Inadequate
Chronic and Degenerate Diseases	___	___	___
Community Health	___	___	___
Consumer Health	___	___	___
Environmental Health	___	___	___
Growth and Development	___	___	___
Human Sexuality	___	___	___
Mental Health	___	___	___
Mood Modifiers	___	___	___
Nutrition	___	___	___
Physical Fitness	___	___	___
Safety	___	___	___
Other_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___

INDUSTRIAL EDUCATION TEACHER QUESTIONNAIRE COMPONENT

This portion of the questionnaire was developed to obtain information on the teaching effectiveness of recent graduates of our teacher education program in the Department of Industrial Education and to obtain information on how we might better prepare future teachers in Industrial Education.

Importance to Role as IED Teacher				Effectiveness of your TAMU Preparation as an IED Teacher		
important	undecided	unimportant	Program Components	adequate to good	marginal	not prepared
___	___	___	Organize Industrial Arts clubs	___	___	___
___	___	___	Sponsor Industrial Arts clubs	___	___	___
___	___	___	Inventory materials & supplies	___	___	___
___	___	___	Purchase materials & supplies	___	___	___
___	___	___	Maintain machinery & equipment	___	___	___
___	___	___	Manage shop funds	___	___	___
___	___	___	Encourage individual student research	___	___	___
___	___	___	Encourage student group research	___	___	___
___	___	___	Use mass production activities	___	___	___
___	___	___	Locate and use industrial persons as resources for class	___	___	___
___	___	___	Develop instructional materials	___	___	___
___	___	___	Evaluate student progress	___	___	___
___	___	___	Cope with multiple activities simultaneously	___	___	___
			Others (specify)			
___	___	___	_____	___	___	___
___	___	___	_____	___	___	___

which of these components do you teach?	Program Components	Preparation: adequate to good	marginal	not prepared
___	General shop	___	___	___
___	Woods	___	___	___
___	Drafting	___	___	___
___	Metals & welding	___	___	___
___	Power mechanics	___	___	___
___	Crafts	___	___	___
___	Industrial plastics	___	___	___
___	Electricity/Electronics	___	___	___
___	Graphic arts	___	___	___
___	Photography	___	___	___
___	Manufacturing	___	___	___
___	Construction	___	___	___
___	Aviation	___	___	___
	Other (specify)			
___	_____	___	___	___
___	_____	___	___	___
___	_____	___	___	___

Has an inadequate preparation in one or more of the program components listed above:

(1) persuaded you not to apply for an attractive position?

Yes _____ No _____

(2) resulted in not being selected for an attractive position?

Yes _____ No _____

FOLLOW-UP QUESTIONNAIRE FOR SUPERVISORS OF
Recent Graduates of Teacher Education
Programs at Texas A&M

This questionnaire was developed to obtain information on the teaching effectiveness of recent graduates of our teacher education program at TAMU. The information obtained from these questionnaires will be used to evaluate the various components of the program.

Feel free to make additional comments

Background Information

Name of graduate _____

Title of individual filling out this evaluation (check one)

Principal ( )
Assistant Principal ( )
Department Head ( )
Other ( ) Please Specify _____

Current occupational status of graduate (check one)

Teaching elementary school ( )
Teaching middle or junior high school ( )
Teaching high school ( )
Teaching junior college or post secondary ( )
Other ( ) please specify _____

Subjects currently taught by graduate.

GENERAL TEACHING SKILLS

Directions: Please respond to the following items by placing an (X) on the appropriate blank of the scale.

Teaching Skills in:	EFFECTIVENESS Teacher's performance on this skill is: effective	marginal	ineffective
Maintaining effective teacher-learner relationships			
Maintaining effective teacher-teacher relationships			
Maintaining effective teacher-administrator relationships			
Maintaining effective teacher-parent (community) relationships			
Identifying teacher's attitudes affecting learner behavior			
Identifying learner attitudes affecting teacher behavior			
Recognizing power structure of school			
Maintaining discipline			
Applying different instructional methods			
Using audio-visual media			
Giving directions			
Lesson planning			
Unit planning			
Using objectives			

Teaching Skills in:	EFFECTIVENESS Teacher's Performance on this skill is: effective	marginal	ineffective
Applying human development to instruction			
Applying learning principles to instruction			
Discussing controversial issues			
Developing assessments or testing devices			
Interpreting results of assessments or tests			
Evaluating one's instruction			
Evaluating curricular materials			
Pretesting for individualization			
Using standardized test results			
Understanding legal requirements and liabilities of teaching			
Reading instruction			
Dealing with special learning problems in regular classes			
Working with cross-cultural learners			
Reading professional journals			
Professionalism (workshop participation, using professional journals, participating in professional organizations)			
OVERALL RATING OF TEACHING SKILL			

Appendix C

TEXAS A&M UNIVERSITY
COLLEGE OF EDUCATION
COLLEGE STATION TEXAS 77843

Office of
THE DEAN
(713) 845-5311

December 15, 1976

Teacher Certificate Recipients
From 1974-75 and 1975-76

Dear Former Student:

The College of Education at Texas A&M University is conducting an assessment of the various teacher preparation programs offered by the College. One of the most important components of this evaluation is the survey of opinions of recent graduates, like yourself, concerning the quality of the teacher preparation program you experienced. Your ratings and responses will significantly strengthen the program itself.

Please assist the College with this self-evaluation by completing the enclosed questionnaire and remitting it to us. Thank you for your consideration and cooperation.

Very truly yours,

Frank W. R. Hubert

Frank W. R. Hubert
Dean

Enclosure

TEXAS A&M UNIVERSITY
COLLEGE OF EDUCATION
COLLEGE STATION TEXAS 77843

Office of
THE DEPARTMENT OF EDUCATIONAL
CURRICULUM AND INSTRUCTION

February 18, 1977

Teacher Certificate Recipients
From 1974-75 and 1975-76

Dear Former Student:

Approximately one month ago the College of Education initiated a follow-up survey of teacher certification recipients from 1974-75 and 1975-76. This follow-up effort was developed to provide our department with information to evaluate the components of the existing certification program.

Presently, the returned questionnaires do not include a response from you. Although we attempted to mail you a copy of the questionnaire, it is quite possible that you never received it. Since we feel your perceptions about the program are very important to this evaluation, we have taken the liberty to send you another questionnaire.

If you are not currently teaching or working in an instructional capacity you may elect to complete only the background portion of the questionnaire. However, you certainly are free to complete the entire form. Thank you for your time and cooperation.

Sincerely,

R E Shutes

Robert E. Shutes
Head, EDCI Department

TEXAS A&M UNIVERSITY
COLLEGE OF EDUCATION
COLLEGE STATION, TEXAS 77843

Office of
THE DEPARTMENT OF
EDUCATIONAL PSYCHOLOGY

Room 704
M T Harrington Education Center
Phone 845-1831

February 18, 1977

Teacher Certificate Recipients
From 1974-75 and 1975-76

Dear Former Student:

Approximately one month ago the College of Education initiated a follow-up survey of teacher certification recipients from 1974-75 and 1975-76. This follow-up effort was developed to provide our department with information to evaluate the components of the existing certification program.

Presently, the returned questionnaires do not include a response from you. Although we attempted to mail you a copy of the questionnaire, it is quite possible that you never received it. Since we feel your perceptions about the program are very important to this evaluation, we have taken the liberty to send you another questionnaire.

If you are not currently teaching or working in an instructional capacity you may elect to complete only the background portion of the questionnaire. However, you certainly are free to complete the entire form. Thank you for your time and cooperation.

Sincerely,

Arthur J. Roach

Arthur J. Roach
Head, EPSY Department

TEXAS A&M UNIVERSITY
COLLEGE OF EDUCATION
COLLEGE STATION, TEXAS 77843

Department of
HEALTH AND PHYSICAL EDUCATION

February 18, 1977

Teacher Certificate Recipients
From 1974-75 and 1975-76

Dear Former Student:

Approximately one month ago the College of Education initiated a follow-up survey of teacher certification recipients from 1974-75 and 1975-76. This follow-up effort was developed to provide our department with information to evaluate the components of the existing certification program.

Presently, the returned questionnaires do not include a response from you. Although we attempted to mail you a copy of the questionnaire, it is quite possible that you never received it. Since we feel your perceptions about the program are very important to this evaluation, we have taken the liberty to send you another questionnaire.

If you are not currently teaching or working in an instructional capacity you may elect to complete only the background portion of the questionnaire. However, you certainly are free to complete the entire form. Thank you for your time and cooperation.

Sincerely,

Carl W. Landiss
Head, HPE Department

TEXAS A&M UNIVERSITY

COLLEGE OF EDUCATION

COLLEGE STATION, TEXAS 77843

Department of
INDUSTRIAL EDUCATION
INDUSTRIAL ARTS EDUCATION
VOCATIONAL INDUSTRIAL EDUCATION
TECHNICAL EDUCATION

Telephone 713-845-3016
Room 620, Harrington
Education Center

February 18, 1977

Teacher Certificate Recipients
From 1974-75 and 1975-76

Dear former Student:

Approximately one month ago the College of Education initiated a follow-up survey of teacher certification recipients from 1974-75 and 1975-76. This follow-up effort was developed to provide our department with information to evaluate the components of the existing certification program.

Presently, the returned questionnaires do not include a response from you. Although we attempted to mail you a copy of the questionnaire, it is quite possible that you never received it. Since we feel your perceptions about the program are very important to this evaluation, we have taken the liberty to send you another questionnaire.

If you are not currently teaching or working in an instructional capacity you may elect to complete only the background portions of the questionnaire. However, you certainly are free to complete the entire form. Thank you for your time and cooperation.

Sincerely,

James L. Boone
Head, IED Department

TEXAS A&M UNIVERSITY
COLLEGE OF EDUCATION
COLLEGE STATION TEXAS 77843

Office of
THE DEAN
(713) 845-5311

May 12, 1977

Principals of Teacher
Certificate Recipients
From 1974-75 and 1975-76

Dear Principal:

Recently you assisted the College of Education, Texas A&M University with an evaluation of the teacher certification programs offered by this institution. Allow me to thank you for your attention and service to this evaluation. We regard highly the information that you and your colleagues have provided, and feel these data will play significant roles in assessing the various program components of our undergraduate teacher preparation curricula.

Enclosed is a summary of responses expressed in percentage values which we received from the principals who responded to the survey. A cursory examination of these results suggests areas of strength as well as areas of concern.

Again, we thank you very much for this service you have provided, and we hope that you will have a good summer in '77.

Very truly yours,

Frank W. R. Hubert

Frank W. R. Hubert
Dean

Enclosure

GENERAL TEACHING SKILLS

The following data presentation represents a total compilation of all responses expressed as percentages. It may be of interest to you that approximately 73 percent of the supervisors contacted responded to this request.

	effective	marginal	ineffective
Maintaining effective teacher-learner relationships	92.4	6.2	1.4
Maintaining effective teacher-teacher relationships	91.4	8.6	0.0
Maintaining effective teacher-administrator relationships	93.3	5.7	1.0
Maintaining effective teacher-parent (community) relationships	87.5	11.0	1.4
Identifying teacher's attitudes affecting learner behavior	87.0	11.0	1.9
Identifying learner attitudes affecting teacher behavior	84.5	14.5	1.0
Recognizing power structure of school	90.4	8.6	1.0
Maintaining discipline	82.8	14.8	2.4
Applying different instructional methods	87.5	12.5	0.0
Using audio-visual media	84.9	14.1	1.0
Giving directions	93.8	5.3	1.0
Lesson planning	91.9	7.6	0.5
Unit planning	93.3	6.7	0.0
Using objectives	93.3	6.2	0.5
Applying human development to instruction	89.4	10.0	0.5
Applying learning principles to instruction	92.5	6.0	1.5
Discussing controversial issues	84.9	14.0	1.1
Developing assessments or testing devices	84.3	14.7	1.0
Interpreting results of assessments or tests	87.2	11.8	1.1
Evaluating one's instruction	88.3	10.7	1.0

	effective	marginal	ineffective
Evaluating curricular materials	89.1	10.9	0.0
Pretesting for individualization	80.4	17.4	2.2
Using standardized test results	82.3	17.1	0.6
Understanding legal requirements and liabilities of teaching	85.0	13.4	1.5
Reading instruction	88.6	10.8	0.6
Dealing with special learning problems in regular classes	80.8	17.6	1.6
Working with cross-cultural learners	86.2	12.8	1.1
Reading professional journals	78.6	19.6	1.8
Professionalism (workshop participation, using professional journals, participating in professional organizations)	88.0	11.0	1.0
OVERALL RATING OF TEACHER SKILL	93.0	5.5	1.5

TEXAS A&M UNIVERSITY
COLLEGE OF EDUCATION
COLLEGE STATION TEXAS 77843

Office of
THE DEAN
(713) 845-5311

May 12, 1977

Teacher Certificate Recipients
From 1974-75 and 1975-76

Dear Former Students:

During the past semester, you were requested to assist the College of Education with a self-evaluation of the teacher certification programs offered under the auspices of the College and Texas A&M University. Permit me to thank you for responding to this request. We feel the data that you and the other graduates have provided are valuable and essential for evaluating the various teacher certification programs.

Enclosed is a summary of responses expressed in percentage values from the 565 former graduates who responded to the survey. This summary suggests areas of strength as well as areas of concern.

Again, thank you for your cooperation and service in assisting us with this evaluation program; and accept our best wishes for a good summer in '77.

Very truly yours,

Frank W. R. Hubert
Dean

Enclosure

GENERAL TEACHING SKILLS

The following data presentation represents a total compilation of all responses expressed as percentages. It may be of interest to you that approximately 57 percent of all individuals responding to this survey are engaged in teaching.

NECESSITY: My rating of the necessity of this skill is:					Teaching Skills in:	EFFECTIVENESS: My preparation on this skill was:				
very necessary	necessary	undecided	unnecessary	very unnecessary		very effective	effective	undecided	ineffective	very ineffective
72.3	25.7	0.7	0.5	0.7	Maintaining effective teacher-learner relationships	14.6	58.0	12.4	11.7	3.2
38.7	52.5	5.1	2.4	1.2	Maintaining effective teacher-teacher relationships	11.5	36.2	23.0	22.0	7.3
50.8	45.0	2.9	0.2	1.0	Maintaining effective teacher-administrator relationships	12.2	37.3	20.2	23.4	6.8
55.6	39.3	3.2	1.0	1.0	Maintaining effective teacher-parent (community) relationships	12.7	33.0	19.6	25.9	8.8
51.6	38.6	8.1	1.0	0.7	Identifying teacher's attitudes affecting learner behavior	14.5	53.7	18.0	10.8	3.0
46.6	42.6	9.3	1.0	0.5	Identifying learner attitudes affecting teacher behavior	11.4	43.3	23.3	18.1	4.0
20.2	53.0	20.2	5.2	1.5	Recognizing power structure of school	7.6	27.9	30.6	23.7	10.1
87.8	10.5	0.7	0.2	0.7	Maintaining discipline	15.9	33.1	11.0	[illegible]	[illegible]
51.5	43.6	2.9	1.0	1.0	Applying different instructional methods	33.9	47.2	10.[illegible]	7.6	1.0
35.3	55.6	6.7	1.2	1.2	Using audio-visual media	29.2	43.5	9.3	12.8	5.2
58.9	37.4	2.7	0.2	0.7	Giving directions	22.1	58.1	10.5	7.1	2.2
42.8	47.4	4.6	3.4	1.7	Lesson planning	36.5	51.5	5.1	5.1	1.7
35.9	49.1	9.8	3.4	1.7	Unit planning	31.0	54.5	6.6	6.6	1.2
27.0	45.1	17.2	5.9	4.9	Using objectives	34.5	49.8	8.9	4.7	2.2

NECESSITY: My rating of the necessity of this skill is: very necessary	necessary	undecided	unnecessary	very unnecessary	Teaching Skills in:	EFFECTIVENESS: My preparation on this skill was: very effective	effective	undecided	ineffective	very ineffective
36.2	45.9	13.9	2.2	1.7	Applying human development to instruction	14.8	44.0	26.0	13.0	2.2
34.2	48.8	14.0	1.7	1.2	Applying learning principles to instruction	16.8	53.6	19.8	7.8	2.0
16.9	51.2	22.5	7.4	2.0	Discussing controversial issues	9.5	34.5	31.8	19.0	5.2
33.3	55.4	7.4	2.9	1.0	Developing assessment or testing devices	16.8	46.3	13.6	19.1	4.2
36.6	52.6	6.4	3.2	1.2	Interpreting results of assessments or tests	15.1	45.8	17.1	17.3	4.7
51.4	42.5	4.7	1.2	0.2	Evaluating one's instruction	19.0	49.9	14.6	14.3	2.2
34.2	54.0	9.6	1.5	0.7	Evaluating curricular materials	12.2	43.2	22.6	18.1	4.0
30.9	36.0	21.2	8.9	3.0	Pretesting for individualization	13.2	34.9	22.7	24.2	5.0
8.1	34.2	34.2	16.0	7.4	Using standardized test results	6.2	30.2	35.7	20.7	7.2
48.5	44.6	4.6	1.5	0.7	Understanding legal requirements and liabilities of teaching	15.1	39.1	13.9	23.8	8.2
54.4	35.0	7.4	2.2	1.0	Reading instruction	14.7	36.6	21.4	18.9	8.4
59.8	34.4	4.4	0.7	0.7	Dealing with special learning problems in regular classes	10.3	23.6	17.2	34.4	14.5
39.8	42.7	12.8	3.4	1.2	Working with cross-cultural learners	6.2	25.0	28.0	29.8	11.0
14.7	46.9	26.3	8.6	3.4	Reading professional journals	15.8	38.8	29.6	12.1	3.7
29.2	45.9	18.9	3.9	2.0	Professionalism (workshop participation, using professional journals, participating in professional organizations)	18.3	38.3	26.9	13.1	3.4

Appendix D

FIRST MAILOUT RETURNS
RESPONSES TO OPEN ENDED QUESTIONS

AGED

General observation comments from Agriculture teachers cover a variety of issues, but no issue was mentioned repeatedly.

1975 Respondent -- Use more student teaching centers that have a developing program for those students who were in a top-quality high school program.

1975 Respondent - Two additions to rankings on information form: utilizing time, and running a multiple teacher department effectively.

1976 Respondent - A course dealing with some of the laws of teachers and students in public schools. Where the teacher stands.

1976 Respondent - Asking all supervising teachers to absolutely guarantee all student teachers the opportunity to observe their supervising teachers in actual teaching situations a minimum of three times.

1975 Respondent - I believe a teacher's first concern should be to his students. A true dedication to them will, in my opinion, result in a stronger, more successful program overall.

1974 Respondent - Perhaps the hardest thing for a first year teacher to do is get organized as far as teaching and planning and supervising project programs.

1975 Respondent - You need to know how to get along with people. Cannot teach this, but inform the students no matter how much they try you cannot get along with some because you cannot do things the way they want them done.

1975 Respondent - The summer conference could be summarized into a 4-page booklet and mailed to each teacher saving thousands of dollars.

1975 Respondent - Use more student-to-teacher situation problems during first 6 weeks of block. Be more realistic!

1975 Respondent - Emphasize the importance of being one's self and realize that every teacher is different and uses different means to accomplish the same goal.

1975 Respondent - To determine what to teach and when to teach it. A new teacher must evaluate the student and make home visits before he can possibly achieve his #1 goal.

FIRST MAILOUT RETURNS

EDCI - Elementary Education

General Observations - Comments from elementary teachers fell primarily into four areas: need for more intensive early field experience, need for greater emphasis on discipline, need for a longer student teaching experience, and a need for more emphasis on reading. Other areas mentioned more than once include multicultural studies and special education.

1976 Respondent - More field experiences as aides, observers, etc. This is where you can learn the most. More instruction on maintaining discipline.

1976 Respondent - There needs to be more work in the schools by the student as an aide, observer, and teacher. Also, I believe that many of the courses offered at the graduate level should be incorporated into the undergraduate level. This would give the prospective teacher more of an insight into the teaching profession. Courses such as Issues in Education should be available to students at an earlier time in the education program.

1974 Respondent - Relate course work to the real-life teaching situation.

1974 Respondent - I chose English as my area of specialization to help in reading, and I only took one course that really helped me.

1975 Respondent - Please go into the practical aspects of tests commonly given in Texas schools. 'Keep up the projects-they help! Get a better math course going-the one I had hasn't helped a bit. Get people into the classroom as soon as you can and let them know that spanking a child does not mean you've failed as a teacher. Keep a strong reading program. Also, go into programs for kids to give. It's a fact of life no one even mentions!

1975 Respondent - More experience and time for student teaching. Getting in a reality situation. Learning to discipline a class effectively.

1976 Respondent - It would be of great help if more emphasis were placed on classroom control and a little less on positive reinforcement.

1976 Respondent - Add undergrad special education program. Also add courses dealing with assessing learning deficiencies and developing appropriate instructional strategies. More emphasis on classroom management and professionalism...

EDCI - Elementary Education (Continued)

1975 Respondent - I think less introduction material and micro-teaching should be required and more emphasis on methods courses.

1975 Respondent - Need more emphasis on teaching reading. What I had was good, but need more. Need more instruction in open classroom teaching. Need more student teaching experience in small amounts prior to senior year semester type.

1975 Respondent - Send notices to EDCI students letting them know exactly what they need to do to graduate and get their certificate.

1975 Respondent - Be more specific in areas of what happens in the classroom. Methods courses were very good! Need more.

1976 Respondent - There needs to be a greater amount of time spent in the classroom; some discussion on keeping records and bookcards. How to give a standardized tests such as ICRT. Also how to handle parent-teacher conferences.

1976 Respondent - More lab experience within the schools - more than just education block and student teaching.

1975 Respondent - English specialization should have courses one could use in elementary school. Other than that, the program is great.

1975 Respondent - There could never be too much field experience. The ideal schedule would be to have a full year of student teaching, so the student could experience the methods used by the teacher to set the tone of the classroom for the year. Seven weeks of full-day student teaching was just not enough.

This experience would also give the student better background in discipline techniques and general classroom management (most important of all, I've found).

Secondly, the classes dealing with professional rights and responsibilities and power structures in the schools (EDCI foundations of education) should be saved until later in the degree plan. These things have no meaning until a person is actually involved in a school situation and is faced with the intricacies of power structure and politics.

But, overall, the best improvement I could see made in the program would be more, well-organized field experience.

1976 Respondent - 1) Ways of obtaining needed materials, 2) attitudes of parents and how to deal with them.

EDCI - Elementary Education (Continued)

1975 Respondent - Less theory and more concrete experiences in classrooms with emphasis on classroom management and discipline.

1976 Respondent - I am very proud of the preparation A&M gave me for my teaching position. After getting into my own classroom, I've found many things A&M has helped me with and situations that I've been exposed to, that others from other areas have never been even introduced to in their education experience. I am proud of what A&M's education department has done for me... but of all the courses I find that those spent actually doing things have given me more priceless experience. More classroom experience would be great.

1976 Respondent - Many of the graduate level education courses should be offered at the undergrad level. Many of these have aided me much more than my undergrad courses.

Very high standards should also be part of the teacher education program - the more required as far as grades, fieldwork and schoolwork, the better prepared the students will be to become teachers; also it will eliminate the idea that people in education are there because it is "easy."

1976 Respondent - More communication. More on-the-classroom training, more diversifred staffing.

1974 Respondent - Need required undergrad course to teach basics of special education (EMR, LD, ED, TMR).

1975 Respondent - Better student-professor relationships, less Ph.D. candidates and Master's students teaching the classes - more realistic view concerning discipline. Harder grading in order to quelch the idea that the education department and majors are cinched to pass and graduate. Addition of a program or course to go observe all different kinds of schools (white, black, urban, rural, closed, open, etc.).

1975 Respondent - There needs to be lots more work in the field - the earlier, the better.

1975 Respondent - More concrete, hands-on experience in the classroom before student teaching. Especially in maintaining classroom control.

1975 Respondent - Better reading preparation - actual skills. Earlier practice teacher experience - say end of sophomore or beginning junior year experiences.

1976 Respondent - Earlier involvement work in the schools - More in-depth study of area of specialization - More methods courses.

EDCI - Elementary Education (Continued)

1976 Respondent - Some student teaching should be done as soon as possible in the program to help the student-teacher understand what it is about early.

1976 Respondent - You need to get the students into the classrooms much sooner than junior or senior year! Might change a lot of students' minds on if they're in the right profession. They need to experience the workings of a classroom before they spend 3 years of training then to find out what it's really like. I never had the chance to actually teach except in a controlled situation - and it was a real shock and disappointment to me when I finally had to face the real classroom situation.

1975 Respondent - Less emphasis on games and gimics on the role of teaching subject matter.

1975 Respondent - More realistic experiences in teachers' situations and help with discipline problems.

1976 Respondent - TAMU has very good courses except in EDCI. EDCI courses DO NOT prepare a teacher for anything. I find that at least 95% of what I need to teach (other than subject matter) I am learning now. Education courses are a waste of time. They are grade point courses with little or no learning value. I think teachers should have a year long internship in their first job at a lower salary with intensive supervision. I don't believe any education course away from the real classroom prepares a beginning teacher for what is out there. Teacher aide work, visits to classes, and even student teaching does not really prepare you. I think the biggest problem is handling discipline problems. I do not believe you will receive many negative statements such as mine but, in talking to other teachers, I find my sentiments agreed with by many if not most.

NOTE: This teacher is not teaching at the level she was prepared for!

1976 Respondent - More actual work with the children at an earlier stage in preparation.

1976 Respondent - I feel a course dealing with discipline problems should be added. Also, more actual classroom experience is needed.

1974 Respondent - I feel that education majors should have early field experience (at least sophomore year).

1975 Respondent - Much more actual teaching like more microteaching in all areas.

EDCI - Elementary Education (Continued).

1976 Respondent - Needs more in area of discipline and what to do with the problem child who really has a mental problem.

1974 Respondent - The regular teacher needs help on what to do with the special education child in the mainstream.

1975 Respondent - Teaching methods taught are not used or needed in the actual teaching program. No teaching methods were actually taught to me at A&M.

1974 Respondent - My math courses were very good, but my math methods course helped me little, if any.
Microteaching should be done before student teaching.

1976 Respondent - Undergraduate special education.

1975 Respondent - Prepare students more realistically for teaching ways to be effective that are not so demanding of one's personal time. Also, coping with all facets of desegregation.

1975 Respondent - I feel that the preparation for teaching that I got at TAMU was very effective because I was able to step in my first year and know what I was doing there.

1974 Respondent - Spend more time in actual classrooms. More aide experience.

1975 Respondent - 1) more classroom experience prior to graduation. 2) more information about the various professional organizations - TSTA, TCTA, etc.

1975 Respondent - Student teaching should be at least one semester in length - less theory and more practical experience needed.

1976 Respondent - More involvement with real teaching situations - more exposure to classroom and children.

1975 Respondent - More contact with real classroom situations and less college classroom work.

1975 Respondent - Bilingual education or experience in the classroom teaching Spanish at elementary level.

1976 Respondent - Need to have more experience with kids before student teaching. Learn to use more materials - what is available for teachers to use.

EDCI - Elementary Education (Continued)

1974 Respondent - Add skills and behaviors needed for teaching in Inner City

1975 Respondent - More early field experience to base questions on.

1974 Respondent - Have more on-the-job training or exposure to a classroom situation rather than lectures.

1976 Respondent - More experiences with the children are needed under the guidance of an excellent teacher (elementary) who has the classroom under control. A controlled classroom would be good for laboratory experiences. More emphasis on reading in the elementary grades with actual experience with the children. Observation of excellent teaching programs.

1974 Respondent - A course offering in Multicultural Education.

1976 Respondent - More in-depth method courses and more opportunities to practice methods learned.

1975 Respondent - More experience in the classroom. No courses should be taken while student teaching. More instruction on dealing with discipline problems.

1975 Respondent - The methods courses need to be made more relevant to actual teaching experiences.

1974 Respondent - The program seems to be a lot more effective now. I do like seeing the student aides come in the classroom during their freshman and sophomore years. It will provide more effective teachers.

1976 Respondent - More in-school experience sooner than the senior year. Also, preparation for more than one grade level.

1976 Respondent - Students need to spend more time doing (aide, student teaching, observing). . . . More on teacher-teacher-administration relations.

1975 Respondent - I think the early field experience is fantastic!

1976 Respondent - As much in-field experience as possible should be provided.

1975 Respondent - More experience and less book work. I felt very adequate book-wise, but there was a lot of practical, common sense experiences I knew nothing about. (Example: different standardized tests used to establish children's learning.) I wish I had been more familiar with these tests.

EDCI - Elementary Education (Continued)

1975 Respondent - More professors to help students, - smaller classes - less game-making and more actual teaching.

1975 Respondent - The teacher education program at A&M is sufficient; however, I don't want to be just "sufficient" as a teacher. I teach 7th grade compensatory students at a class B school, and I can only give suggestions from my limited experiences.

1. Elementary teachers need more "hard core" subject courses. Many will have to teach out of their field, such as English majors teaching math, history, and in the sciences. The "cut and paste" classes are a waste. One would be more than enough.

2. We need more training in spotting a learner's trouble areas in any subject and we need to know how to correct these problems in the classroom. All these specialized "resource teachers" for our slower students don't always fall from the sky when we need them.

3. More, more, more on how to help spot and correct reading disabilities, and I don't mean cut and paste games. These have their place, but were stressed far too much in my courses.

4. We all know that straight-from-the-book teaching can be very boring but many times the new teacher dismisses the importance and help that textbooks and basal reading books can be, even in a specialized classroom. We should know how to properly integrate a textbook in a program and make it a source of learner interest.

Overall, I'm fairly satisfied with my training. Gig 'Em Aggies, and hang in there.

1975 Respondent - A whole course on discipline and the reality of conditions in schools today. Everything I was taught was very idealistic. I was in no way prepared for the real world of teaching. Even student teaching did not prepare me for my one semester 5th grade class. Also, you need to emphasize that jobs are just not there. I sent out 36 applications and got nothing for the fall semester.

1975 Respondent - Special Education

1976 Respondent - You need more work in the classroom. You need to be more practical instead of theoretical. You need much, much more on maintaining discipline and classroom control. You also need to be more specific in the subject-oriented education courses. Example: the reading course needs to teach you how to teach a child to read - phonics and sight reading. I am teaching 1st grade, and for reading I am having to rely on the teacher's manuals, my own personal school reading background, and the books I have.

EDCI - Elementary Education (Continued)

1976 Respondent -
(1) more classroom observation
(2) stronger reading program
(3) more on testing and reading
(4) more of a specialization in reading
(5) more methods of teaching
(a) basics - multiplying, dividing, etc. in poor school districts
(b) reading

1976 Respondent - Teach real situations and different situations depending on what type of school and environment. Too many ideal situations given!

My concern for college profs is to teach different problems and situations that could arise if teaching in low-economic areas.

I am teaching in a black primary school and was expecting to teach in an environment using my units, centers, and open, free environment. All that I learned in my books, classroom participation, and student teaching does not help me now in my school.

Our teachers do not work together. I use Lippincott Language Development and this is the main concern in our program. My children have been in school at age 4 doing much of what I was taught to do in my course and student teaching.

My principal demands structured classroom environment. It is not as open and free as the courses have taught me or even what I may believe, but the main problem was for me to change all that I had used for 4 years and some feelings I have as a teacher as to what a 5-year-old needs.

I love my teaching, but there are hard adjustments because I was not prepared to accept that some administrators do not agree with methods that I have been accustomed to.

1975 Respondent - More in-class experience. Coursework should be designed to meet the needs of actual in-class students.

1975 Respondent - Keep up the good work!

FIRST MAILOUT RETURNS

EDCI - Secondary Education

General Observations - Comments from secondary teachers most frequently mentioned the need for earlier field experiences, the need for more work on discipline, the need for methods coursework in teaching fields, and longer student teaching experiences. The need for reading instruction at the secondary level was also mentioned by more than one teacher.

1976 Respondent - More basics in English grammar and rules were not reviewed. More basic elements of our fields!

I am teaching 10th grade English in a fairly well-known district. I had to study the grammar and spelling so I could teach them! We need more preparation in these areas before the classroom and students. I also have had to read and study writing techniques. I myself could write but try to explain it to 15 year olds! We need more of this type of instruction.

1975 Respondent - Longer student teaching - more responsibility. More unit planning along with lesson plans.

1975 Respondent - More instruction in maintaining discipline - realistic (You can't teach if you can't control).

1974 Respondent - Less emphasis on philosophy and introduction to education; more on methods and ways to teach in the public school.

1975 Respondent - Get the student teacher out in a classroom as soo as possible so when the instructor starts to discuss all their nice principles and views, the student will be able to weigh all ideas and form his own.

1975 Respondent - More realistic programs. Get teachers who have taught in inner-city schools and haven't been stifled by the ivory towers of college.

1976 Respondent - More teaching experience and training in preparing class activities.

1975 Respondent - Student teaching program needs work; suggest longer observation period. Grading papers is a good way to learn the abilities of a given grade level!

___ Respondent - Need to prepare teachers in both their teaching fields.

1975 Respondent - There needs to be a course on discipline where you experience headlong discipline problems.

EDCI - Secondary Education (Continued)

1975 Respondent - More emphasis on the middle school.

1975 Respondent - Special courses in teaching fields that relate to what teachers will be teaching and not so much emphasis on unrelated courses.

1976 Respondent - ... Need more methods. Get them in the classroom sooner.

1975 Respondent - Instruction on aspects of cultural differences, poor school attitudes, methods for discipline training.

1976 Respondent - A course designed to let future teachers read and study several texts being used at the present time in their field (at the level they teach). Example: an 8th grade Earth Science text

1976 Respondent - We need more emphasis on learning theory and development (Piaget, Bloom's Taxonomy, Holberg's 6 stages...etc.). We also need more leadership courses concerning discipline (Reality therapy, TA, etc.)

1976 Respondent - Early field experience at secondary education level

1975 Respondent - More course work related to the teaching of science.

1973 Respondent - One full semester of student teaching.

1976 Respondent - Teach us how to make grade books! Don't stress too much student individual program; they aren't too effective.

1975 Respondent - Possibly a long student teaching experience divided by a 1-2 week evaluation period.

1976 Respondent - I now teach in an all-black school. Most of the philosophies and teaching methods taught in EDCI are not applicable in my situation. They seem to work only if it is an ideal classroom, i.e.; self-disciplined children in a classroom of 20-25 who can read. I have 7th graders who cannot read on a 3rd grade level and who do not know what city, state, or country they live in. We can never do anything innovative because I must usually spend time popping, screaming, or killing the kids who will not behave. My ultimate objectives are a) hope to have my children reading and b) self-disciplining themselves.

I am not saying the courses in EDCI are bad or not well-taught, but most of them are just not applicable to my kids. Some of the courses should deal with the way things really are in a classroom, not the way they should be.

Teaching in a ghetto school has helped me realize that receiving a college education is very, very special, and I feel like I have received the best by graduating from A&M.

EDCI - Secondary Education (Continued)

1975 Respondent - (1) Requirement to take methods courses in subject fields. (2) Careful screening of all applicants to program; don't let just anyone in. (3) Perhaps add a course exclusively dealing with discipline. Too many 1st-year teachers are eager to be well-liked by students and sacrifice order for popularity. (4) Higher standards for entering program. Too many people are in it because it's easy, and they can't do anything else. If we are to be called "professionals," our standards should be raised.

1975 Respondent - To train teachers in area of discipline.

1974 Respondent - Much more preparation is needed in areas of specialization, especially at the secondary level. Also, students in the teacher education programs should be given the opportunity to visit several, varied school and teaching situations. My student teaching experience was great - or so I thought at the time - but it is nothing like the situation I am in now and did little to prepare me. I did not receive a realistic picture of teaching math in a junior high school. Opportunities to listen to teachers in one's area of specialization would be very beneficial - especially if that teacher were in the same peer group as the EDCI student.

1974 Respondent - Need more field experience

1976 Respondent - More experience time or more practical situations brought into the classroom.

1976 Respondent - More emphasis on discipline in the classroom.

1975 Respondent - Please add reading to the classes that must be taken by secondary majors.

I am presently teaching at a junior high school with Mexican American students, the majority. Many of these are migrant students. In one of my 7th grade social studies classes, the average reading level is 4th grade. Social studies requires so much reading, and I do not know how to help these 4th grade readers deal with the material we have.

Secondary education majors should get out into classrooms before their student teaching semester. That semester is priceless but so much more happens in a classroom than can be seen in that 6 weeks period.

1976 Respondent - Elimination of any duplication of skills such as microteaching. Also - make education courses HARDER to weed out weak students who SHOULD NOT TEACH. Those of us who are good students resent the fact that "just about anyone" can major in education. Besides, weak students probably would make weak, ineffective, unprepared teachers!

EDCI - Secondary Education (Continued)

1975 Respondent - More time dedicated to actual student teaching would be very helpful.

1975 Respondent - Need more preparation in teaching methods on secondary level. More teaching experience is needed before student teaching. I also think student teaching in Spring Branch is great, and many more student teachers should be sent there. It was a very rewarding experience to student teach at Westchester High.

1976 Respondent - Earlier involvement in actual classroom environment.

1976 Respondent - More realism is needed

1970 Respondent - Need more methods courses, more visual use, longer student teaching.

1975 Respondent - More in-field experience earlier in the curriculum.

1974 Respondent - Some more methods courses should be offered to undergraduates. I would have really missed a lot if I had not gone to graduate school. So many get jobs with only the first degree and therefore miss so much.

There should be some requirement for the students to get into public school classrooms before the higher level education classes (junior and senior). In the classes that I attended, discussion was always very theoretical. If I would have known what really went on in those classrooms, the class discussions would (or could) have been more relevant. In the university classroom, I often said I would react and respond in one way but now that I am a teacher, I very rarely respond in the way that I said I would.

1975 Respondent - The workbooks and paperbacks used in my education courses have served as great resource texts. The only thing I found lacking is information on reading. The Fry Readability Graphs are nice, but teaching in a junior high I have found many students still have difficulty in reading. At least one course in basic reading should be taught on the secondary level.

The sensitivity training that was required I felt was a waste of time.

1974 Respondent - (1) Secondary social studies methods, (2) Problems in discipline.

1974 Respondent - I think a little time should be spent warning or preparing future teachers about extra-curricular activities.

EDCI - Secondary Education (Continued)

1975 Respondent - Early exposure to the actual classroom situation. Teacher aides and classroom visitation. Longer microteaching.

1975 Respondent - Teacher trainees need more direct experience in dealing with students, i.e., discipline, teaching methods, etc.

1972 Respondent - More O.J.T. for prospective teachers, particularly in field being trained for. In science, more techniques training.

1975 Respondent - More preparation in special fields. More instruction from professors who have had public school experience in administration and teaching..

1976 Respondent - More courses on discipline and student-teacher contact.

EDCI - Mot Teaching

____ Respondent - Of the 12 Semester Hours taken at TAMU, I did a lot of busy work which I have not applied in the classroom and doubt that I ever will.

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FIRST MAILOUT RETURNS

HPE

General Observations - Two individuals responded to the open-ended items on the HPE questionnaire. Patterns or trends cannot be discerned from such a limited number of responses.

> 1976 Respondent - In my opinion, less time needs to be spent on objectives, lesson plans, EDCI 444, and more on resources and mainstreaming (never heard of it till I taught) and more emphasis on material presentation and variety of methods to be used in the classroom. I received good methods courses in P.E. but not in education. I must teach in a health classroom and possibly biology classroom, and I have no preparation.

> 1974 Respondent - This questionnaire is all well and fine; however, this questionnaire will never be a real answer to the problems that will face a first year teacher. The methods . ... are fine in a college environment but they are not at all adequate to teach classes of 60-100 7th graders. I felt that the professors did not give me a realistic look at education . . . The coaching classes in the P.E. curriculum when I was at A&M were (sic) overcrowded and should be made into 3 hour courses. When I was there at A&M the administration wanted to create teachers who would teach physical education. In the process of doing this the department neglected a very important part of a physical education teacher's (sic) job and that is coaching. In a great deal of school districts an individual's (sic) coaching record is a top priority in obtaining a job and a student coming out of A&M's department is at a disadvantage in that respect.

RESPONSES TO OPEN-ENDED QUESTIONS - SECOND MAILOUT

EDCI - Elementary Education

1975 Respondent - More reading courses should be required as well as LLD course. All teachers should be aware of a listening learning disability in a child.

1975 Respondent - Longer period for student teachers. Elementary professors need to get out in the real world of education more often. They become too idealistic.

1974 Respondent - Prepare teachers for real teaching experience. The type of teaching done at A&M is for the ideal classroom situation. This does not work for the ones who teach in very poor districts. I have only had 4 white children in the 3 years I've taught. My schools have all been very poor. At the present, I even have to buy butcher paper for my bulletin boards. I have no material to work with. Not even a map!

1975 Respondent - Course on discipline or classroom management; more in-classroom experience.

1975 Respondent - More teachers like . . .

1975 Respondent - I believed my early experiences within school districts was very beneficial. Most coursework was very beneficial also. These things could be improved, however:

(1) more knowledge of testing and how to use results. Even teacher-made tests should be more fully discussed
(2) more knowledge of all professional groups could be very helpful
(3) legal requirements and liability should be discussed
(4) more discussion of importance of good teacher-teacher and teacher-administrator relationships
(5) more help in how to individualize for the slow learner and the gifted child

1976 Respondent - The professors need to become more aware of the public school classrooms; their needs, scope, problems, and requirements. Lectures need to be organized with definite goals, objectives, and purposes. Most of the material I received in lectures was irrelevant and poorly presented.

The other professors were horrible examples of teachers in the way they lectured, prepared for class, scope of knowledge, interest, relevancy, organization, etc. The Teacher Education program at TAMU needs to become relevant and organized. The image of the professors is very important as they attempt to train new teachers. They should be informed and living examples of how to teach.

1975 Respondent - The preparation I received at TAMU gave me many advantages in my employment as an elementary school teacher. All courses I've taken, I have drawn on for sources to help me in my classroom. I have even given ideas to much older, more experienced teachers, just from what I've learned in EDCI. The effectiveness of the program is very important to me, and it has made a difference in my teaching career. I wouldn't change anything about the program because it is very effective.

1975 Respondent - Before choosing a teaching field I feel a student should know more about an elementary school's curriculum schedules. For example, the class I taught as a student teacher had PE only once a week. In the schools I have substituted in had a teacher's aide to teach PE, and I have had very little opportunity to use my special training, and, in fact, from what little experience I have had in teaching, I have learned that I would prefer to have specialized in social studies.

I also felt inadequate when a child comes to me with a personal problem, and I was not prepared for the kind of problems they have.

1975 Respondent - More emphasis on reading. An area of specialization in reading is despenately needed.

1975 Respondent - The kindergartens at _____ should not be used for student teachers. The experience was awful - poor teachers, etc.

1976 Respondent - Fewer methods courses; more field experience (interns at schools instead of 6 weeks) (sic)

1974 Respondent - A home economics and child development (combined) program, I feel would round out the education program; more classroom experience!

1975 Respondent - I feel that the overall education program at TAMU is very good. I was well-prepared to begin teaching..

1976 Respondent - There should be less busy work.

1975 Respondent - The instructors need to teach with a practical classroom in mind and not an ideal one!!

1975 Respondent - Change in philosophy of teaching held by professors; more reading courses; undergrads required LLD courses and methods course in language arts; courses in elementary majors requisites which prepare him to teach in middle schools.

1975 Respondent - Add courses on special learning disability children who are mainstreamed; more information on discipline methods and on legal liabilities - especially in Texas.

1976 Respondent - More classroom observation as freshmen - more one-to-one experience in student-teacher relationships.

Not enough feedback from university supervisor during student teaching.

1976 Respondent - More time for microteaching and student teaching.

___ Respondent - The whole education department.

1976 Respondent - More practical experiences; more A. V. instruction.

1976 Respondent - More reading and available advisors.

1976 Respondent - More preparation in discipline with 25 students. A&M did not prepare me for the number of problems you have to handle all at once.

1976 Respondent - More classroom experience.

1976 Respondent - A&M is great on letting pre-teachers go into the public schools and experience what its like to be a teacher, but I think some of the professors would benefit also by going back into the classrooms themselves.

1975 Respondent - My early field experience was poorly organized, and I really didn't get to do aide work. I helped in a library with no student contact.

1976 Respondent - I am a Title I Math teacher, and now I wish I had had more than 3 hours of math methods. I do a lot of screening of students. When it came to interpreting tests and scores in a cumulative folder - what a blank! What was STEA? How do you interpret an SRA map of a student? Could some of this be incorporated in the methods courses?

1976 Respondent - The content in some of the methods courses.

1976 Respondent - More work in classrooms and with children evaluating a child's weak areas and finding ways to improve them.

1976 Respondent - More classroom time from freshman year should be in teaching situations.

1975 Respondent - Many courses toward completion of degree were mainly concerned with "making projects" which is time consuming. I believe more problems courses could be useful for individual needs.

1975 Respondent - Full semester student teaching; better professors especially in elementary math and reading.

1976 Respondent - Longer period of student teaching in 3 or 4 different grades.

1975 Respondent - Course on classroom control and management.

1975 Respondent - Longer internship - more supervision in the field.

1973 Respondent - More time in actual classroom situation!

1975 Respondent - More emphasis on READING skills, special problems, individualized vs. reading groups.

1975 Respondent - More practical classroom learning - not the ideal.

1975 Respondent - Less idealism; Education students need to know the real problems and achievements of teaching in public schools today!

1976 Respondent - Organization - only the secretary knows what's going on. Everyone should be required to have at least one course in EPSY 320.

1974 Respondent - Make it a 5-year program. Students should spend 1 year as a student teacher.

1973 Respondent - More teacher involvement at schools.

1976 Respondent - More early field experience. Microteaching should be experienced with school age children; not fellow classmates.

1976 Respondent - More (earTy) introduction to the class - as aides or observers. How to handle actual discipline problems. How to individualize your teaching.

1975 Respondent - I am at a wonderful school that fits in beautifully with the philosophy taught at A&M. I do feel, however, that I developed this superior philosophy in my early childhood courses and from working at A&M Presbyterian Day School. Therefore, the people who did not receive this training were not as well prepared. I feel that the selection of cooperating teachers should definitely be more carefully screened.

1975 Respondent - Make methods courses more meaningful. Teach A&M students how to teach elementary students practical ideas. Deal with subjects actually taught in elementary school.

1976 Respondent - Add course on discipline and learning problems.

1975 Respondent - There should be more information on what exactly is taught on each grade level. More students should be required to make more materials and teacher aids for each subject. Less work on objectives and "book work" and more on actually teaching.

1975 Respondent - Better organization and communication between student teachers and supervisors. Cut out microteaching and spend more time in the classroom! Work on more discipline! Get more graduate courses to the Houston area. Require 6 hours on Reading Methods instead of 3. This is THE MOST important aspect of the primary elementary experience.

Deal more with the hyperactive, emotionally disturbed child. More than the average number in the average classroom fit this group (SIC). I was unprepared for suicidal tendencies, neurosis, and abuse. Dick, Jane, and Sally do not exist in Houston. Have more observing field experiences. We need to watch good teachers more before trying to become one ourselves.

RESPONSES TO OPEN ENDED QUESTIONS - SECOND MAILOUT

EDCI - Secondary Education

____ Respondent - Less on objectives; more on discipline; students need to be introduced to the classroom earlier in the program.

1974 Respondent - Need more effective ways to handle discipline problems. More education in clerical work of schools and teacher-administrator relationships.

1975 Respondent - I would have loved to have had a methods course in biology.

1973 Respondent - Get down to basics and get rid of a lot of the objectives crap. A teacher can have objectives in mind, but not so much of the detail being placed on the writing of objectives.

More emphasis relating to students as individual human beings. The best part of my coursework was microteaching.

Of course, in theatre, a lot of the things I learned in EDCI courses just don't fit.

1975 Respondent - More methods and more actual training in discipline procedures.

1976 Respondent - Student teaching - more cooperation between A&M and field personnel.

1975 Respondent - Something that corresponds to real situations - namely discipline problems. Also-all the objective junk is junk!

1976 Respondent - More practical teaching and less emphasis on learning objectives.

1975 Respondent - Earlier field experience with more than adequate supervising teachers! I had a poor example to follow.

1976 Respondent - There needs to be more emphasis in discipline and less on objectives.

1975 Respondent - Unfortunately, the student teaching portion had me instructing in geography which I only had a basic knowledge of.

1975 Respondent - Methods of discipline should be heavily emphasized! It is impossible to teach anything when one has to spend all his/her time trying to control behavior.

1976 Respondent - Let those planning to teach be exposed to the classroom earlier than student teaching.

1974 Respondent - More "realism" needs to be included in all EDCI courses.

1975 Respondent - I think that A&M is doing a very adequate job of preparing teachers from the few courses that I took.

1974 Respondent - More personal, first-hand experience with actual teaching, real students -- not bookwork.

1975 Respondent - More chance to observe early in the program. More experience in handling discipline problems.

1975 Respondent - More preparation in teaching fields.

1975 Respondent - I think more preparation is needed in the specific teaching fields, i.e., more instruction of practical application. I also feel that the introductory EDCI courses are of little or no use. I also think the history and philosophy course is not needed. Emphasize practical application.

1974 Respondent - Two semesters of teaching in major field rather than 2 methods courses.

1975 Respondent - More experience for secondary teachers in their second field.

1974 Respondent - Classroom management of facilities.

1975 Respondent - More field work on the secondary level before student teaching. Possibly just to observe classroom teachers.

1972 Respondent - I am sure the program has changed since I graduated. The student needs more practical experience in real-life situations. The textbook situations are not adequate to prepare anyone for what it's like working in the field.

1975 Respondent - More experience in the classroom before student teaching.

1976 Respondent - My math courses were too advanced. I needed more methods classes.

1975 Respondent - Need more instruction in reading. Secondary teachers, especially English, need coursework in reading instruction.

1976 Respondent - More early exposure to the classroom before actual student teaching.

1976 Respondent - More emphasis on discipline!

1976 Respondent - A student needs to do as much in-classroom experience as possible before he gets out on his own.

1975 Respondent - Required methods course for each teaching field. More practical day-to-day useful hints for real-to-life occurrency, discipline, grading.

Less busy work and more actual, real situations.
Differences in junior high, and high school age kids.
I was not an education major and had very little help and communication in completing my certification.

1975 Respondent - Many teachers in different situations and at different schools should be observed.

1974 Respondent - Make it more difficult to become a teacher. I taught one year and saw that teacher quality is more than poor. This is not just a TAMU problem. It seems prevalent across the state. (I base my comments from my experience in a very well respected school district.)

1976 Respondent - More methods courses in the areas of specialization should be added. Students should also have more opportunities to practice using different types of media. Perhaps this could be accomplished by increasing the number of micro-lessons each person does.

1975 Respondent - Either longer student teaching or more responsibilities so the beginners will know what it is really like.

1976 Respondent - Methods in teaching basic English; more classroom management courses.

Respondent - Too much time was spent on individualized instruction when it is almost impossible to implement in the normal classroom.

1975 Respondent - Students need to be in the public schools working with experienced teachers every semester for 4 years. Quit teaching all that worthless theory and concentrate on practical matters.

1976 Respondent - More class control-discipline information. In comparison with other young teachers here, my preparation was excellent.

1976 Respondent - Better screening of student teacher supervisors. The use of objectives is far, far overemphasized in A&M program.

1972 Respondent - In the secondary education part, there needs to be more field work before actual student teaching.

1975 Respondent - More experienced personnel.

1976 Respondent - Psychiatric counseling to better prepare students for the drudgery of hitting a typewriter 8 hours per day after 4 years of college.

1974 Respondent - Teacher aide experience; audio-visual machine instruction; expanded microteaching.

1976 Respondent - There needs to be courses involving:

(1) teaching in the affective domain.
(2) public relations/community
(3) how to keep a low profile
(4) how to manipulate administrators
(5) impress upon students in education the use of diplomacy, praise, and positive reinforcement
(6) extensive development of unit and "packet" plans
(7) courses in listening to the student's message

1975 Respondent - Many of these categories are difficult to respond to because, although I believe certain skills to be necessary, I do not believe that it is the responsibility of an educational program to teach them to us. Example: "Teacher-teacher relationships" - It is our job to learn how to interact with

other people.

Re: "Evaluating one's instruction" - A teacher that is at all sensitive to his students will be aware of how well is being understood. He should not need an outsider to record his eye movements to know if he is getting his message across.

Re: "Reading instruction" - Not all teachers are trained to be reading teachers, so I cannot criticize the education department for failing to teach me reading instruction.

Added to the teacher education program at TAMU should be a note of realism. The program assumed that all students would really like to learn if only given the opportunity; and, if not, they would adapt their behavior in order to receive teacher's praise. Unfortunately, this attitude was a myth at the school where I taught, though I am sure it is true elsewhere. Not only was the teacher not admired, he was actually lookeddown upon to the point that praise by a teacher was a source of shame.

Parents and peers had made education seem undesirable, but they had given the students positive reinforcement for other activities so that the students were not starved for attention. They felt fulfilled in other ways, so there was usually no big gap for a teacher to fill.

Many Texas Educators visited our school, and they were so out of touch that when I tried to describe the school's problems they thought we were dealing with a group of precocious students that were bored with the simplicities of 8th grade science. . . .

Everyone said they understood things were different in underpriveleged areas, but they could offer no ideas on how to handle this type of student. Only (one professor) tried to give us real answers; at the very least he helped us to think of our own answers by presenting several alternatives. He effectively utilized case studies or his personal experiences to bring these options to light.

I would suggest that the type of student I have mentioned above be considered when discussing the virtues of behavior modification with future teachers.

Also, you must concentrate more on classroom control. Almost all the student teachers I know had a bad experience with that aspect of teaching. Nothing can be learned if there is no discipline. Everything else we learn at A&M is negated without it.

It might help to discuss with future teachers the fact that disciplinary acts taken against a student of another race are often misinterpreted by the student's parents (the student himself knows the truth) as racist. Legal questions deserve some attention as well.

I had a very good teaching experience; it might have been much worse if . . . I know the books helped some people, but to me they were almost totally valueless. Microteaching was very helpful.

1974 Respondent - Discipline is the major problem most teachers face in today's public schools. Many of the students are unmotivated and simply do not care about school. They are in school only because they are too young to quit. The motivational techniques which I learned in college do not apply to many cases which I have encountered. In very few classrooms does one encounter the "ideal situation" which we learned of in the classroom. Instead we face many students who are rude, abusive (to both the teacher and fellow students), and immature (compared to others their age).

The teacher-to-be does not encounter these problems in student teaching (at least I didn't). I feel that it would be extremely beneficial to all education majors if a course were available which was structured solely around discipline in today's public schools.

___ Respondent - Less philosophy; more instruction and practice in handling normal classroom situations. Much of the instruction I received did not relate to what goes on in the real classroom.

Discipline, and its importance to effective teaching, although not a problem at our own school, cannot be overstressed.

The TAMU education program sends prospective teachers into the school world with a gleam in their eyes, ready to solve all the problems, and this is basically good. However, many of the older teachers they will come into contact with are very set in their ways, and will resist any change in their schools - even necessary ones. New teachers should be aware of this, and should be discreet and tactful when initiating changes.

Basically, I feel that A&M teacher program is one of the best, and I am proud to have gone through it.

1976 Respondent - I taught 2 classes of senior government, 1 junior economics, and 3 freshman geography for 4 months in Lexington. I commuted 46 miles each way. I quit in December. Please stress to future teachers to maintain distance (attitudinal) between themselves and the kids: Stress the importance of discipline, not letting the kids get away with anything at all. Give them a finger and they take a hand. And of course, do not smile, yet maintain a sense of humor. Though I had an excellent student teaching experience, (my supervising teacher made me work like a dog) when in the classroom on my own, I let discipline get out of hand. Please stress the above and save others the misery I went through. (If you need a what-not-to-do speaker some evening, let me know.)