

A CRITICAL EVALUATION OF THE ORGANIZATION AND
ADMINISTRATION OF PROGRAMS OF PLACEMENT AND
FOLLOW-UP IN OKLAHOMA INSTITUTIONS THAT
HAVE TEACHER EDUCATION PROGRAMS

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DEDICATION

This study is dedicated to my wife, Margaret Ann, my daughters, Kerry and Kathy, whose love, understanding, and encouragement made the completion of this study possible.

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CHAPTER I

INTRODUCTION

A survey of the literature of the past ten years indicates a wide variety of studies in the general area of placement and follow-up practices. Most of the studies dealing with placement are descriptive in nature and deal with such items as teacher supply and demand, analysis of the types of positions obtained by graduates, and administrative practices and procedures followed in carrying out the functions of placement. In the main, follow-up studies have been limited to obtaining descriptions of what has happened to particular groups of graduates.¹

Recent studies of national importance have turned the eyes of the schools and colleges toward their graduates as a source of information for the constructive analysis of their educational programs. According to Gilbert C. Wrenn, Professor of Psychology, University of Minnesota,

If educational institutions were as responsive to what the people think as are manufacturers and politicians, there would have been a much greater

¹American Association of Colleges for Teacher Education, Needed Research in Teacher Education, VI, 1954. p. 39.

advance in the past few years in the methodology of follow-up studies.²

Follow-up is a culminating phase of the student personnel program with the dual purpose of assisting the teacher education institution in evaluating and improving its training program and of assisting the graduate in making satisfactory progress in the profession. As obvious as it may appear that one cannot know what the educational institution is doing or how well it is doing what it purposes to do until the educational product is studied, the fact remains that schools have proceeded without this evidence for a long time. Accordingly, a survey of the literature revealed that institutions which have embarked upon a serious and systematic program of follow-up have been convinced they have profited because such studies have enabled them to adapt their training programs to meet the changing needs of the public schools and of the individuals they graduate.

Statement of the Problem

The specific problem in this study is a critical evaluation of the organization and administration of the programs of placement and follow-up in Oklahoma institutions that have teacher education programs.

²Gilbert C. Wrenn, "A Critique of Methods Used in Follow-up Studies of Students," Harvard Educational Review, X (May, 1940), pp. 357-358.

Need for the Study

A thorough search of the literature and of the various bibliographical sources has failed to reveal any comprehensive and up-to-date research dealing with organization and administration of institutional programs of placement and follow-up in Oklahoma. Some colleges have made surveys of their own operations and have sent questionnaires to other institutions to discover existing practices, but there is still considerable need for studying the various types of college and university organizational structures and the attendant placement and follow-up functions.

The Commission on Research and Service of the North Central Association of Colleges and Secondary Schools recognizes a definite need for study in the area of placement and follow-up. A letter to this writer from Walter L. Cooper, Chairman of the Commission on Research and Service of the North Central Association of Colleges and Secondary Schools, stated that any work carried on in the area of placement and follow-up by the Commission at the present time is limited to committee work. He declined to comment on the extent of such committee work, but referred the writer to T. H. Broad, of the Tulsa public schools, who has worked with the above commission for some time. Further correspondence with T. H. Broad failed to reveal any such work.

In the study series on Needed Research in Teacher Education in 1954, the American Association of Colleges for Teacher Education cited placement and follow-up as an area in which research was needed.³

Richard E. Lawrence, Associate Secretary of the American Association of Colleges for Teacher Education, pointed out the need for such a study in the following manner:

The topic of the study which you propose to undertake in the State of Oklahoma is certainly an interesting one. I am sorry that I am not better prepared to advise you regarding previous studies in this area.

I know that the University of the State of New York (the New York State Education Department) has recently undertaken a study of this general nature.

I would be interested in knowing more about your study when it is underway.⁴

The National Education Association Research Division in its 1955 report on the Supply and Demand of Teachers noted that only 86,696 persons will be graduating with standard teaching preparation, whereas the needs are approximately 104,000 annually.⁵ Mention was made of the fact that preparation programs should be geared to the

³American Association of Colleges for Teacher Education, op. cit., 1954, p. 39.

⁴A Letter from Richard E. Lawrence, Associate Secretary of the American Association of Colleges for Teacher Education, to the writer, January 12, 1956.

⁵Ray C. Maul, Teacher Supply and Demand in the United States, 1955. pp. 1-2.

needs of teachers in teaching situations. Though teachers are leaving the profession, search of the literature has failed to reveal any investigation which would show why they are leaving. However, the fact that they are leaving means that every avenue should be explored by teacher training institutions in order to retain as many as possible. Improved programs of placement and follow-up might serve to aid in retaining many of these teachers.

The Commission on Teacher Education and Certification which works closely with Oklahoma institutions of higher education concerned with the education of teachers in matters pertaining to the recruitment, selection, preservice education, certification, and inservice education of teachers recognized the need for a study of placement and follow-up services in Oklahoma institutions that have teacher education programs.⁶ A letter from the Executive Secretary of the Oklahoma Commission on Teacher Education and Certification stated that this group was interested in the area of placement and follow-up:

I certainly hope you will be able to make this problem your doctoral study project. As I said when we were talking, you certainly have my support and I think I am safe in promising the

⁶Oklahoma Commission on Teacher Education and Certification, Proceedings of State Meeting on Teacher Certification, February 12, 1947, a report including the minutes of the meeting and a resume of actions taken by the committee designated to choose the members to serve on the Oklahoma Commission on Teacher Education and Certification. (Oklahoma City: the Commission, 1947.

assistance of the Commission on Teacher Education and Certification.⁷

A summary of the needs for the study makes the following apparent:

1. There has been no comprehensive and up-to-date research dealing with organization and administration of institutional programs of placement and follow-up in Oklahoma.

2. The Commission on Research and Service of the North Central Association of Colleges and Secondary Schools pointed up a definite need for such a study.

3. The American Association of Colleges for Teacher Education in its study series on Needed Research in Teacher Education cited placement and follow-up as an area of needed research.

4. Richard E. Lawrence, Associate Secretary of the American Association of Colleges for Teacher Education, pointed out the need for a study in placement and follow-up.

5. The National Education Association Research Division pointed out the need for such a study.

6. The Oklahoma Commission on Teacher Education and Certification indicated there is a definite need for a study in the areas of placement and follow-up.

⁷A Letter from Eddie Gilbert, Executive Secretary, Oklahoma Commission on Teacher Education and Certification, to this writer, June 9, 1955.

Limitations of the Study

While this study is undertaken for the purpose of gathering information which will contribute to the meeting of the above-mentioned needs, it is not proposed that this research will establish the complete and final answer to these needs. The study is limited in its scope and coverage and for this reason cannot do more than make a beginning in this area of research.

The study is limited to the State of Oklahoma and to those institutions of college grade having programs of teacher education.

The present study is an evaluation of organizational and administrative patterns of placement and follow-up and does not attempt to make a study of follow-up and placement of groups of students.

This research is limited to a study of institutional programs of placement and follow-up rather than those services performed outside the college bureau.

No attempt will be made to compare the programs of placement and follow-up of any particular institution with that of any other institution.

No claim of universality is made for this research since the problem is not attacked universally. Nevertheless, this specific study of a universal problem should contribute to an ultimate consensus, and additional information should be gathered regarding the common

problems existing in other states.

Assumptions Underlying the Study

In the review of the literature certain assumptions were indicated which might be accepted for placement and follow-up services. The following seem to be those most widely accepted:

1. Placement and follow-up services constitute a functional part of the teacher-preparation program.
2. Teacher-education institutions have a continuing responsibility to provide placement and follow-up services to their graduates and to the employing schools in their service areas.
3. Programs of placement and follow-up require organization and administration.

An Overview of the Study

Chapter II of this study is to be concerned with the development of teacher placement and follow-up in the United States. The section will deal primarily with institutional placement and follow-up programs showing the findings and conclusions of studies made in this area of investigation. Recommendations of recent professional study groups considering college programs of placement and follow-up will be summarized, and case descriptions of selected programs now in operation in specific colleges will be given. Both recommendations and case descriptions

are included in detail in the appendix. Chapter III will present in detail the procedures employed in conducting this study. Chapter IV will include a descriptive and interpretative analysis of the programs of placement and follow-up in institutions in Oklahoma having teacher-education programs. This analysis will show the responses to the evaluative criteria sent to each institution. Chapter V will be devoted to the summary, conclusions, and recommendations.

CHAPTER II

THE BACKGROUND FOR THE STUDY OF INSTITUTIONAL PROGRAMS OF TEACHER PLACEMENT AND FOLLOW-UP

The purpose of the present chapter is to present a historical development of institutional teacher placement and follow-up. Recommendations made by study groups regarding the role of placement and follow-up in improving professional standards in teacher education are included. Summaries of studies bearing a relationship to the present research are paraphrased in this chapter and included in the appendix. Case descriptions of selected programs are also summarized in the chapter and included in detail in the appendix.

Historical Development

Avenues through which candidates for teaching are assisted in securing teaching positions include college and university teacher-placement services, professional organizations, state departments of education, state education associations, private (commercial) agencies, and federal government channels for recruitment of teachers for service in other countries and in special

departments of the government.¹ As stated in the limitations this study will deal primarily with the development of institutional placement and follow-up rather than with those services performed outside the college bureau.

There has been a growing tendency for educational institutions to assume greater responsibility for such services. Teacher placement as a part of the total program of selection, guidance, and preparation seems to be quite well accepted.² College and university placement is essentially different from ordinary placement services. State, federal, organizational, and commercial facilities are set up to secure employment, whereas the college and university function includes constant effort toward improvement of teaching, using follow-up services and the furnishing of data as a basis for curriculum adjustments and guidance of students.³

There have been three generally accepted types of organizations of placement services in colleges and universities-- centralized, decentralized, and combinations

¹B. W. Frazier, "Teacher Placement, Registration and Related Services," Circular No. 209. Sixth ed. U. S. Office of Education, (1941), pp. 1-10.

²C. P. Archer, "Personnel Procedures in Teacher Training Institutions," Journal of Educational Research, 40, (1947), pp. 672-682.

³C. P. Archer, "Local Selection, Placement and Administrative Relations," Review of Educational Research, 3, (1943), pp. 241-251.

of the two.⁴ In many institutions placement and follow-up are a part of the personnel program, which starts with vocational guidance work in the student's first year, continues through his college career, culminates in successful placement, and provides for an annual record of each alumnus's vocational career.

The first institution in this country to recognize the need for an organized teacher-placement bureau and to take positive action in this respect was the University of Nebraska. Such a bureau was authorized there in 1892, with the chancellor as head.⁵ The first official announcement of the bureau was carried in the catalogue of the University in 1903 as follows:

The University maintains a Teachers Bureau to assist students and graduates in securing positions as teachers and at the same time to aid superintendents and boards of education in providing schools with competent and suitable teaching talent. For information, address the Secretary of the Teachers Bureau.⁶

There is little record of placement activities before this time. Judging from a survey of the literature and from the number of profit-making teachers' agencies which flourished following the Civil War, one might reasonably

⁴Lulu B. Anderson, "Placement Services in Colleges and Universities," U. S. Office of Education, Bulletin, 12, (1941), 39 p.

⁵J. G. Umstattd, ed., Institutional Teacher Placement, (Detroit, Michigan, 1937) National Institutional Teacher Placement Association, p. 3.

⁶Ibid., p. 6.

conclude that placement services were either poorly organized or not in existence. However, the establishment of such services gathered momentum in colleges to the extent that in 1923 a small group of directors of college appointment bureaus met in Cleveland at the time of the National Education Association meetings and discussed organization.⁷ In 1924 in Chicago the National Association of Appointment Secretaries was formed. The purpose of the Association was stated as follows:

To promote and develop the work of the appointment offices throughout the United States, emphasizing cooperation, research, and service.⁸

In 1929 the name of the association was changed to the National Association of Placement and Personnel Officers. It was not long, however, until the programs of the association began to reflect the problems of the members not primarily interested in teacher placement. As a result, at Cleveland in 1934 the directors of teacher placement reorganized as the National Institutional Teacher Placement Association with the following stated purposes:

To foster cooperation and research among teacher placement officials; to disseminate information concerning practices and problems of teacher placement in educational institutions and state departments of education; to encourage the use of institutional teacher-placement bureaus by school

⁷Ibid., p. 10.

⁸Ibid.

authorities; and in general to promote efficiency, economy, and professionalization in teacher placement.⁹

California, Nebraska, Michigan, and Minnesota were the only states with established state associations of teacher placement and follow-up before 1932. Directors of teacher placement from thirty-five other states expressed interest and in 1932 took steps to organize their groups.¹⁰

Another aspect of the recent development of institutional teacher placement is the broader geographical area served by the institutional office. Formerly each institution was limited in its service to its immediate environs, whereas now major teacher-education institutions receive calls from all parts of the United States.¹¹ Public school officials in any part of the country are free to communicate with any of the college placement bureaus. This desirable interchange of personnel among states is also aided by the flow of students from their home states or elsewhere, for the professional records of a very large percentage of them may be obtained by communicating with the institution from which the person was graduated. Public school officials are now taking

⁹Ibid., p. 11.

¹⁰Ibid., p. 8.

¹¹Ibid., p. 12.

advantage of this economical and professional method of recruiting and developing their instructional staffs.¹²

Attention is called to the fact that the Encyclopedia of Educational Research by Monroe makes no mention of studies relating to development of institutional teacher placement after 1932.¹³ Also worthy of note is the fact that nothing appears in the literature relative to the establishment of programs of placement and follow-up in Oklahoma institutions.

Recommendations of Study Groups

In 1953 regional conferences regarding programs of placement and follow-up were organized under the auspices of the Commission on Teacher Education and Professional Standards. These meetings were held in New York, Atlanta, Chicago, Kansas City, and San Francisco. Each group considered the problem of the role of placement and follow-up in the improvement of professional standards, and working independently arrived at separate and distinct statements of recommendations. The detailed findings of the various groups have been included in appendix A. The essence of each report is as follows:

In submitting their recommendations the New York group considered the following points:

¹²Ibid., p. 8.

¹³W. S. Monroe, Encyclopedia of Educational Research, 1950. 1520 p.

1. Responsibility of placement and follow-up.
2. Achievement of understanding of placement and follow-up through development of curriculum.
3. Sharing in the personal interviewing and selection of teachers by superintendents, principals, supervisors, and teachers.
4. The need for a close, continuing friendship between teacher-training institutions and public-school officials.
5. A follow-up service which would maintain contact between the teacher-training institution and the graduate.
6. Continuing programs of evaluation of the effectiveness of the teacher-training institution.
7. Some means of developing a sense of responsibility among various groups and associations for on-the-job assistance to the new teacher.
8. Consideration to the principle of having students receive early and gradual, active participation in classroom activities.
9. Publicity of the desirable features of teaching as a profession.
10. Re-emphasis of follow-up as a basis for improvement of the teacher-preparation program.

The Atlanta group worked in the following general areas to make their recommendations:

1. Placement service as an integral part of the counseling program.

2. Division of the state or service area of the college into regions for a more intensive service in placement and follow-up.
3. Placement as a continuous service.
4. Assignment of recruitment duties to specific staff members.
5. Detailed information regarding qualifications of students desiring to enter teacher training from the high schools.
6. Placement of graduates on the same basis as admissions practices.
7. Development of more effective screening processes.
8. Criteria for selection of teachers, including more comprehensive data.
9. Preference given to the best qualified teachers in the employment procedures.
10. Establishment of registers of teacher supply and demand by teachers' professional organizations.
11. Priority given to those teachers holding membership in professional organizations or some accrediting agency.
12. Safeguarding the quality of work completed by limiting the amount of college work pursued by full-time teachers.
13. Improvement of fifth-year programs stimulated through follow-up practices.

The group in Chicago worked in the following seven general areas regarding the roles of teacher placement and follow-up services in improvement of the professional standards:

1. Adequate follow-up procedures as a source of improvement of teacher-education institutions.
2. Encouragement of in-service growth through good placement and follow-up services.
3. Achievement of cooperative efforts of teacher-training institutions, public schools, state placement offices, and teachers as a functional purpose of placement.
4. General information contained in the credentials of the candidate.
5. Definite statements of philosophy of the student regarding education and why he chose teaching.
6. Aid given to students to know the community in which they desire to teach before signing a contract.
7. Appraisal of the person's work by the placement bureau through use of effective follow-up devices.

The group from Kansas City devoted the major portion of its study to these three broad areas of interest:

1. The analysis of the role of effective placement.
2. The identification of useful techniques in the implementation of adequate follow-up services.
3. The study of methods by which the professionalization of teaching may be effected.

The group meeting in San Francisco recommended the following:

1. A more complete follow-up of graduates in teaching positions. This follow-up to be made through the teacher-training institution in such a manner that the regular teaching staff may be informed of the successes and failures of the program.
2. Decentralization of the laboratory program among the teacher-education institutions.
3. Recommendations from master teachers, principals, and supervisors.
4. Careful planning of first assignments of beginning teachers.
5. Visitation of local community before signing a contract.
6. Efforts to improve reference papers.
7. Devising of standardized techniques suggesting that more information is available to public school officials than that contained in the reference papers.
8. Sharing of responsibility for eliminating the undesirable and the unfit from the teaching profession.
9. Development of guiding principles outlining the feeling of the teaching profession regarding proper employment practices.¹⁴

¹⁴"Improving Standards for the Teaching Profession," Report of the 1953 Series of Regional Conferences on Teacher Education and Professional Standards, The National Commission on Teacher Education and Professional Standards (Washington, 1953), pp. 52-56.

Related Studies

There has been a scarcity of research dealing with placement and follow-up services offered by institutions providing teacher training. Most studies in the area of placement and follow-up have dealt with a study of commercial agencies or of placement policies of a particular institution.

One of the older studies containing many of the principles of follow-up upon which placement bureaus still operate was written by Effie Bathurst in 1928. The study was designed to reveal the different phases of a follow-up program appropriate for use by Eastern South Dakota State Teachers College.¹⁵ These phases were as follows: (1) assistance to graduates in adjusting their education to their first teaching difficulties; (2) the improvement of the college courses so as to prepare future graduates to meet their teaching problems more effectively; and (3) information to facilitate the placement of graduates.

It was further reported by Bathurst that there were five different types of services which should be rendered by this follow-up program. These included (1) visitation; (2) bulletins by the extension division containing suggestions for teachers in the field, with a view of helping

¹⁵Effie Geneva Bathurst, "A Teachers' College Follow-up Service," Contributions to Education, No. 478, (1931), 79 p.

graduates especially; (3) correspondence with those writing for assistance; (4) questionnaire studies of graduates' own opinions of their difficulties; and (5) improving the reports of visiting instructors, superintendents, and graduates on the helpfulness of the follow-up service.

In 1933, Adams¹⁶ conducted a study which revealed pertinent questions for evaluating placement programs.

These questions were as follows:

1. What is the administrative organization through which teacher placement is effected?
2. What are the policies which direct the work of teacher placement in the various institutions?
3. What preparation have teacher placement directors had for their work?
4. What duties do directors of placement perform in addition to teacher-placement duties?
5. How many students and employers are served annually by the teacher-placement offices in the institutions which train teachers?

Perhaps one of the best sources of information about organizational and administrative practices was a study conducted in the state of Connecticut. This study enumerated a fourfold responsibility of the teacher education institution which is as follows:

1. Selection of the candidates for the profession.

¹⁶Walter H. Adams, The Placement of Students in Teaching Positions as Carried on by Higher Educational Institutions-- Including Normal Schools, Teachers Colleges, Colleges and Universities. Abilene, Texas: Abilene Christian College, 1933. 131 p.

2. The education of the teachers for the profession.
3. The placement of teachers.
4. The follow-up of teachers in service to help them succeed.¹⁷

William T. Gruhn, Professor of Education, University of Connecticut, outlined procedures in the follow-up programs which were based upon correspondence, visitation and conferences. It has been the policy of the institutions of Connecticut to keep in contact with the teachers as long as they remain in the state. A letter from William T. Gruhn revealed that even though this study had been conducted on a state-wide basis, the University of Connecticut had no mimeographed or printed statements of policies and practices concerning placement and follow-up.¹⁸

A report from R. F. Strebels, Director of Student Teaching and Placement, Syracuse University, stated that many colleges charge the graduate no fees for placement service while others charge a small enrollment fee (median \$2.00).¹⁹ The percentage of institutions charging a fee increased during the decade preceding 1940 but showed no

¹⁷William T. Gruhn, "When Teachers Leave the Campus," Educational Leadership, December, 1947, 141 p.

¹⁸A Letter from William T. Gruhn, Professor of Education, University of Connecticut, to this writer, December 22, 1955.

¹⁹R. F. Strebels, and Others, "Current Practices in Institutional Teacher Placement." American Council on Education, 1941. 186 p.

increase in the early part of the next decade. Most institutions assist alumni to secure promotions, but the service to graduates seems to be more extensive in larger universities than in small colleges. Information furnished to college faculties and students by the placement office usually includes data on supply and demand, analysis of personnel requests including subject combinations and salaries, reports of placement status, geographic distribution of placement, specific recommendations to faculty regarding curricular changes, information for guidance of students, reports on successes and failures, and information on certification requirements.

A survey of practices of follow-up in forty-seven teachers' colleges located in twenty-four states showed a great variety of practices, of which personal visits to graduates and conferences between the administrator and college representatives were the follow-up techniques used most frequently.²⁰ A few of the colleges followed the practice of bringing recent graduates back to the campus for conferences on teaching problems.

A study conducted in the state of Minnesota was reproduced and furnished to the writer of this study by Eddie Gilbert, former Executive Secretary of the Oklahoma Commission on Teacher Education and Certification. This

²⁰O. E. Peterson, Follow-up and Contact Work, Proceedings, Annual Winter Conference. National Institutional Teacher Placement Association, 1941. pp. 12-13.

study is an evaluative questionnaire used by the Minnesota Commission on Teacher Education in attempting a program of improvement in teacher placement and follow-up in that state.

The evaluative questionnaire is as follows:

ADMISSIONS AND STUDENT PERSONNEL

Part I - Principles of Evaluation

E. PLACEMENT SERVICE

The college should provide a placement service to assist the student leaving college to secure a position appropriate to his qualifications. This service should be available also to alumni.

F. FOLLOW-UP PROGRAM

There should also be a follow-up service for the purpose of in-service assistance and growth. This should include systematic field work.

Part 2 - Institutional Data

E. PLACEMENT SERVICES

1. Is there a placement office which provides service for all graduates and alumni wishing to secure teaching positions?
2. If yes, answer the following questions:
 - a. Explain how the service is made known, what facilities and services are provided, what records are kept, and what charges, if any, are made of the student.
 - b. What staff is provided for maintaining placement services? Indicate also to whom the director of the service is responsible and what proportion of his time is devoted to placement work.
 - c. Explain in what way and to what extent the placement office provides the faculty with information about its problems, about supply

and demand for teachers, and indications it receives as to the adequacy of the preparation of its candidates.

- d. What proportion of prospective graduates are informed about teaching opportunities and demands, the policies of the bureau, and instructions concerning application procedures?
- e. What proportion of the graduates certified during the last two years has the bureau helped to place? The number of alumni assisted?
- f. Report what has been done by the placement office or other agency of the college within the past five years to study the available positions and the success of its teaching graduates. What use was made of the findings?

F. FOLLOW-UP SERVICES

- 1. Are follow-up services provided for graduates just beginning teaching?
- 2. If yes, answer the following questions:
 - a. What proportion of beginning teachers are followed up?
 - b. To what extent are the following procedures (or others that you may have devised) used? Personal visits in the field, seminars or workshops on the campus, systematic communication by mail, rating scales filled out by supervisors.²¹

Extensive research dealing with current placement and follow-up practices has been conducted in the state of Minnesota. Cumulative figures are kept for each month of the year, so that information is available as to

²¹Criteria and Procedures for the Evaluation of Teacher-Preparing Institutions in the State of Minnesota, 1955.

probable employment during the fall and winter of candidates who complete training late or who for other reasons are unemployed at the beginning of the school year.

Relation of salaries received to size of the community, to subjects taught, and to averages for the state as a whole is also reported. Additional studies are underway in Minnesota dealing with such factors as scholarship, student teaching, rank and prediction of success in the field as measured by promotions in position, salary increases, and recommendation of the supervisors.²²

A study of one hundred fifty of our leading public and private universities, colleges, teachers' colleges, and junior colleges with respect to placement facilities made by Dorothy Reeves, Chairman of the Secretarial Department, Fairleigh Dickinson College revealed that the schools were doing a rather sketchy job of placement and that the best interests of the graduates were not in most cases being served. Eighty-four of the schools or seventy percent said that they had some type of visitation of graduates. Twenty-five of the schools reported that they made no attempt at follow-up of their graduates.

This brief glance at some of the work being done in some of the colleges would seem to indicate these facts:

1. Visitation and follow-up are not only inadequate in a large number of our larger schools but woefully lacking in many.

²²R. F. Strebels, and Others, op. cit., p. 170.

2. The state universities seem to be doing the best job and the private universities the next best.
3. There is enough dissatisfaction and admission of inadequacy by those already working in the field so that with concerted effort on the part of enough²³ interested persons great strides might be made.

Case Descriptions

On the basis of informal conversations and correspondence with several leading educators, and after a study of the literature, the programs of placement and follow-up of several colleges were selected for inclusion in this study.²⁴ These programs of placement and follow-up are summarized with a detailed description appearing in appendix B. No particular rating or order has been given to these programs.

Kansas State Teachers' College

Officials of the Kansas State Teachers' College of Pittsburg, Kansas, supplied the writer of this study some

²³Dorothy Reeves, "What About Follow-up?" School and College Placement, Vol. X, pp. 32-40.

²⁴Authoritative sources of suggested programs came from the following persons, agencies, and publications: Dr. Morris Wallace, Professor of Education, Texas Technological School, Lubbock, Texas; Dr. Ware Marsden, Associate Professor of Education, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma; Dr. Harold Massey, Professor of Education, Panhandle Agricultural and Mechanical College, Goodwell, Oklahoma; Oklahoma Commission on Teacher Education and Certification; Bureau of Educational Research and Service, University of Wyoming, Laramie, Wyoming; Review of Educational Research; Journal of Educational Research; Encyclopedia of Educational Research; School and College Placement; and The Journal of College Placement.

very pertinent information regarding the program of placement and follow-up used in that institution. The information included the following points:

1. The purpose of the bureau.
2. Information regarding credentials kept on file in the placement office.
3. Detailed information for filling out the various forms.
4. The extracurricular and reference page. Students are asked to be very explicit and not to be too modest in listing honors and activities in which they excel.
5. A listing of subjects by fields and the total number of hours in each field.
6. The candidate's page.
7. A class schedule for expediency in locating a candidate in case of an inquiry regarding a position.
8. Photographs.
9. Change of address or phone number information.
10. Usual procedure followed in placing candidates in terms of notification, contact, sending credentials, the interview, and follow-up after the candidate has accepted a position.

Further information is given the candidate regarding form and content of the application letter. Specific instructions are given as to grammar, personality and style, mechanical aspects, and various points to be covered in the letter.

As a part of the follow-up program, Kansas State Teachers' College sends a letter to all its graduates about August 15. Each new teacher is encouraged by a positive expression of best wishes from the placement

official and assured that the college is interested in his welfare. The teacher is also notified in this letter that rating sheets are to be sent to superintendents, principals, or supervisors for all Pittsburg graduates who are in their first or second year of teaching in a new school system. This rating sheet is sent in January to each school employing Pittsburg teachers in order that the college may have some idea how its graduates are progressing.

Also as a part of the follow-up program, a copy of the study carried on by the college concerning the occupations and locations of the preceding class of graduates is sent to each graduate of the class in November. The letter and the informative enclosure represent joint efforts of the president of the college and the director of the placement bureau.

University of Wyoming

Stimulated by a study conducted by Leo M. Thomas, the University of Wyoming appears to be doing commendable work in the areas of teacher placement and follow-up.²⁵ Mr. Thomas is now the Administrative Assistant and Director of Placement in the Bureau of Educational Research and Service of the College of Education at the University of Wyoming, Laramie, Wyoming.

²⁵Leo M. Thomas, A Handbook of Desirable Policies and Practices of Teacher Placement and Follow-up for the College of Education, University of Wyoming. Unpublished Doctoral Dissertation, 1952. p. 5.

The purpose of the teacher placement bureau is to assist the teacher-education graduates with placement in the public and private schools of the state, to assist administrators of the public and private schools of the state in finding well-qualified teachers, to provide the best qualified candidates available for teaching the children of the state, and to secure information systematically from former graduates and from school administrators regarding the strengths and weaknesses of the teacher-placement and follow-up program and the teacher-education program. The teacher placement bureau of the College of Education is organized as a part of the College of Education.

At the end of the first year of teaching by a teacher an on-the-job appraisal is secured. This information may be used to improve the teacher-education program or to aid the teacher as weaknesses are identified. This on-the-job appraisal information is included in the teacher's placement papers. Conferences and off-campus workshops for beginning teachers are also a part of the placement and follow-up programs.

Because the information gathered by the placement bureau might be of value to faculty members in the teacher's major and minor fields of preparation, there is a sharing of the information.

Visitation of the beginning teacher in the field is accomplished by the placement bureau director, field

supervisors, departmental supervisors, and members from the major and minor fields of preparation. These persons can render valuable assistance to the beginning teacher in helping him overcome the problems encountered in adjusting to the profession of teaching.

The teacher-education bureau plans to secure systematically from former graduates information concerning strengths and weaknesses of the teacher-education program. The bureau also plans to secure information systematically from school administrators concerning the strengths and weaknesses of the institutional placement and follow-up programs.

As soon as practical, the College of Education plans to initiate a follow-up of graduates for a period of at least three years; however, follow-up will be conducted as long as is necessary to help some teacher or to determine that he will not make a worthy member of the profession and should be advised to enter some other field of endeavor.

State of Washington

A survey of the literature has pointed to the fact that the state of Washington has been exhibiting leadership in developing programs of placement and follow-up among its institutions. Washington was the first state to require, as part of the teacher-training program, a

follow-up program for the first-year teacher.²⁶ There was relatively little personal follow-up of graduates by teacher training institutions in the state of Washington prior to 1951, although most institutions made a regular practice of obtaining recommendations from the administrators on the first-year experience of the teacher.²⁷

It was felt that a survey of the progress made since 1951 would have great value for each institution and for teacher training in the state as a whole. Each of the fourteen institutions of Washington was asked to make a report of its program of placement and follow-up for the Teacher Education Committee of the state in accordance with the following outline:²⁸

1. Follow-up program previous to the adoption of the general certificates.
2. Development of the program for 1951-52.
3. Program for 1952-53, 1953-54.
4. Proposed program for 1955-56.
5. Illustrative material, questionnaire, forms, and publications used.
6. Changes in the teacher-education program resulting from their follow-up program.

²⁶Effie G. Bathurst and Jan Franseth, "Following Graduates into Teaching," Washington, D. C., U. S. Office of Education, Bulletin, 1954, No. 6, 45 p.

²⁷J. Murray Lee, A Summary of the Follow-up Programs of the Teacher-Training Institutions in the State of Washington, School of Education, State College of Washington, February, 1955. p. 2.

²⁸Ibid.

7. Values which the institution felt have accrued from the follow-up program.
8. Phases of the follow-up program the institutions consider most important.
9. Factors limiting the kind of follow-up program they would like to conduct.

Because of the importance of the work completed in the state of Washington and the all-inclusiveness in its scope of institutions, a summary of the programs of placement and follow-up of that state is included in the present study.

Conclusions drawn from the study made in the state of Washington seem to indicate that follow-up programs during the four-year period from 1951 to 1955 have been improving each year. It has been very clear that the follow-up program is an essential part of the total teacher-training responsibility of each institution. The institutions have profited, and the school districts throughout the state have profited. The staffs of subject matter departments have been more actively involved in the programs of teacher training. Better graduate students have been developed.²⁹

Pacific Lutheran College

Some pertinent information to the present study is revealed in a report of the program of placement and follow-up from Pacific Lutheran College, Parkland,

²⁹Ibid., p. 10.

Washington.

The report is as follows:

When we visit them we plan to spend a minimum of one half day with each beginning teacher and arrange the visits in such a way that we can have conferences with both the administrator and the beginning teacher. This latter conference we try to have as long as time permits so we can give as much help as possible. In some cases it was possible to have a joint conference with the principal and teacher. There are arguments pro and con to the joint conference, we find.

This year in our letters to the teachers announcing our visit, we have asked that they make a list of things to discuss in the conference. This is probably what has made the conferences so successful. The beginning teacher is definitely ready for this conference and thus has a satisfying experience.³⁰

Western Washington College

The report from Western Washington College of Education, Bellingham, Washington, contains instructions to those college visitors who are engaged in the follow-up program. These instructions are in bulletin form and are distributed to those engaged in visitation of the public schools for the purpose of aiding the beginning teacher.

The bulletin contains the following information:

"BEFORE YOUR VISIT"

Communications sent to the county and district superintendents, principals and teachers.

1. To indicate the plans of the college for the visitation
2. To state the three major purposes of the visitation

³⁰Ibid., p. 3.

3. To obtain information from each teacher about his situation
4. To inform the personnel in the district about the time and names of visitors

Materials to study before calling on the public school personnel

1. The folder of each teacher. Information from the teacher is filed if it has been received prior to your departure. Extra forms are included if the teacher has lost or failed to return the material.
2. Notations regarding certificates or changes in positions. If we have the information we have tried to pass it on to you. However, you may find changes in assignment, new teachers added, others shifted.

Teachers new to the district but not necessarily PCC have received mailings. Most of them have received a letter telling why they received mailings. A copy of this letter is included in your kit.

YOUR VISIT

See superintendent

- Reiterate our desire to help our teachers be successful.
- Discuss ways we could have helped at the pre-service level.
- Give new Guide book. Call attention to sections.
- Discuss schedule and purpose of visits.
- Phone building principal if changes are made from basic schedule.
- Discuss problems his district faces. Obtain information which will give us an understanding of educational problems of the state.
- Ask what should be offered in summer school.
- Ask future positions, especially in secondary schools. Will he move teacher up or hire new secondary teacher?

See principal

- Reassure principal about our desire to help teacher have successful year.
- Avoid indicating criticism or disfavor of school situation.

Emphasize need for team work and joint planning on year's teaching and next training.

Discuss ways we could have helped at pre-service level.

Ask what should be offered in summer school.

Let principal take lead in any negative aspects.

Tour the building and discuss the above topics at same time.

Arrange to see teaching according to plan of principal.

See teacher

A visit to the teacher's classroom should be arranged if possible. Although one visit cannot be accepted as a basis of judging success, some things can be noted that add to the picture of the kind of job the first year teacher is doing. Meeting the other teachers in the building is helpful, too, in sensing the kind of situation the first year teacher is meeting.

Some of the items to cover with the teacher include:

- a. Living conditions and community life.
- b. Help received from the personnel in the district.
- c. Teaching services and materials available.
- d. The pattern of teaching which seems to be acceptable in his school.
- e. The procedure in reporting to parents.
- f. Methods of working with children.
- g. Professional activities.
- h. Opportunity for social activities.
- i. Tentative plans for next year.
- j. Helps desired from pre-service.
- k. Helps desired now.

AFTER YOUR VISIT TO THE TEACHER

See the principal again. Since he is the key person in helping the teacher succeed, assurance of our cooperation may need to be re-iterated. Remind him of regional meetings sometime in February.

See the superintendent again if possible to thank him for his hospitality and cooperation. Indicate that if help is needed for the new

teacher that persons from the College stand ready to cooperate. Requests for help may be addressed to Dr. Kuder, Director of Personnel Services, who will relay the request to the appropriate person or persons."³¹

Wendell C. Allen and Joseph P. Lassoie give further information concerning the programs of placement and follow-up in the State of Washington and their organization.³² Visitation is unique in that two-man teams have been formed-- one member from the professional education staff and one from a subject matter field. This arrangement tends to provide a greater understanding between the college faculty in teacher education and in the academic fields. Another feature of the organization is the regional meetings mentioned in the foregoing summary. These meetings are held in order to secure as much reaction as possible on the nature of the experience that beginning teachers are having, the problems that have presented themselves, the ways in which teachers were experiencing success, the extent of orientation and guidance procedures of the school districts, and the thinking of the new teachers on individual needs. At least once each year two days of conference are held on different phases of the education program. Ideas are shared on ways of organizing the follow-up program so

³¹Ibid., pp. 3-5.

³²Wendell C. Allen, and Joseph P. Lassoie, "Follow-up of Beginning Teachers." Educational Leadership, (November 1953), pp. 78-81.

that it can be conducted as efficiently as possible in terms of time of college personnel and available funds.

North Texas State Teachers' College

North Texas State Teachers' College of Denton, Texas, through its placement service, makes available a number of pamphlets to its students, among them a Follow-up Service Booklet. The booklet gives information under four major headings. These are:

1. Assistance in residence.
2. Placement in the field.
3. Assistance in the field.
4. Guidance in the field.

In closing the booklet states:

In summarizing the procedures followed in assisting teachers to succeed in their teaching positions, we may note that this college:

- (1) Offers counsel and guidance to teachers when beginning their training, stressing the development of those qualities that are necessary to their success as teachers.
- (2) Compiles an abstract of teaching qualifications as a basis for recommending them for positions.
- (3) Assists them in getting positions for which they are best qualified.
- (4) Counsels with young teachers before they go into their first jobs.
- (5) Gets reports at the beginning of their work.
- (6) Offers any assistance that seems necessary during the school year.
- (7) Gets a final report on the year's work. This report helps determine what should be done for teachers before the next school year.
- (8) Keeps an annual up-to-date record of the professional and academic progress of all graduates of the institution. Thus, at any

time almost any type of experienced teacher whose success is known can be obtained for positions in the larger school systems or colleges.³³

Antioch College

A study of the placement and follow-up programs of Antioch College, Yellow Springs, Ohio, reveals that the employer is a part of Antioch's program of education. When an employer opens a job opportunity to students, a college representative through personal conference and correspondence gains as thorough an understanding as possible of the qualifications, duties, and working conditions of the job.

Working closely with both students and supervisors, he recommends for the employer's approval a student whose background, training, and personal qualifications seem to fit the job, and whose interest is such that he wants to apply for it.

The employer has an opportunity to study the student's qualifications ahead of time and accept or reject them. Once a student worker is placed, the college representative tries to keep in close touch with both student and employer.³⁴

³³ E. H. Farrington, The North Texas State Teachers College Follow-up Booklet. pp. 5-6.

³⁴ _____, Antioch College Bulletin, Yellow Springs, Ohio, pp. 2-3.

University of Nebraska

As the University of Nebraska was the first school in the United States to establish a teacher placement bureau (see page 12), the writer thought it appropriate to include this program among the case descriptions of programs of placement and follow-up.

According to R. D. Moritz, Director of Teacher Placement at the University of Nebraska:

A general conference is held with all seniors to acquaint them with the regulations, requirements and procedures of the placement bureau. During the senior year, all students are required to have a personal conference with the director of placement. They must submit a brief autobiography giving information regarding their parents, occupational and social background, a brief family history, high school activities, honor awards, and recreational interests. Impressions resulting from this conference are made a part of the student's record. Its purpose is to refresh the director's memory of the candidate's personality traits, interests, social and family background, helpful to the director in recommending candidates to prospective employers.

The bureau at the University of Nebraska maintains a follow-up service not only for those whom the bureau has placed, but also those who secured positions through their own efforts and all those registered in the bureau. Any complaints coming to the office in response to a questionnaire sent out to superintendents who have employed candidates from the University of Nebraska are carefully examined, and some member of the Teacher's College faculty best suited to make the investigation is requested to visit such schools and get first hand information as to the cause of unsatisfactory service. Re-registration in the bureau is discouraged until a person has spent two or three years in the same position. The follow-up records are open to inspection and many superintendents in search of teachers avail themselves of these records.³⁵

³⁵R. D. Moritz, Current Practices in Institutional Placement, 1941. p. 78.

Trends or Patterns Indicated in
Case Descriptions

The following patterns of organization and administration were noted in the above case descriptions:

1. Students who indicate a need may arrange special conferences with representatives of the training institution.
2. In all case descriptions close working relationships between the training institution and the public school were in evidence.
3. Reports were received following the first year's work. These reports were usually sent by the superintendent of the public school where the teacher was working.
4. Staffs of the subject-matter fields were involved in the programs of placement and follow-up.
5. Pertinent information was included in credentials. These credentials were kept up-to-date at all times and made available only to those in authority or to the student upon his request.

CHAPTER III

PROCEDURES USED IN THE COLLECTION AND ORGANIZATION OF THE DATA

The purpose of this chapter is to acquaint the reader with the methods employed in gathering and presenting the data for this study.

In order to evaluate the work being done in Oklahoma in the areas of teacher placement and follow-up an evaluative instrument was needed. The writer was faced with the problem of developing such an instrument or finding a suitable device already developed and accepted.

In a survey of the literature only two instruments were found which might be used in a study of this kind. One of these had been developed by Max Berger. Insofar as the writer could determine Berger's device had not been applied by any individual or group to a study of this kind. Even though Berger had developed criteria applicable to problems of placement and follow-up, the writer felt that the instrument was not readily adaptable to use in this study. The questions were wholly subjective and presented in groups headed by general statements such as the following:

1. To what extent does the college recognize its responsibility in placement?

2. To what extent does the school endeavor to secure placements?

3. To what extent does the school actually place its graduates?

4. To what extent are the students familiar with the services of the placement office?

5. To what extent is there a follow-up of placements?

6. To what extent does the school grow (modify its own program) through information gained in its placement work?¹

A second instrument, the one chosen by the writer for this study, was developed by a committee of the Cooperative Commission on Teacher Education in Pennsylvania and the Association of Liberal Arts Colleges of Pennsylvania.² This group had as its purpose the development of criteria by which institutions engaged in teacher education in Pennsylvania could evaluate their programs.

¹Max Berger, "A Yardstick for Your Placement Program." Occupations 25: 163-65. December, 1944.

²The Commission, of which this committee was a part, worked under the leadership of Dr. J. S. Butterweck, Teachers' College, Temple University. The membership of the committee included the following persons: (1) C. O. Williams, Chairman, The Pennsylvania State College, State College, Pennsylvania, (2) Alton G. Kloss, Secretary, Thiele College, Greenville, Pennsylvania, (3) Thomas M. Golland, State Teachers' College, California, Pennsylvania, (4) George A. Harcar, Duquesne University, Pittsburg, Pennsylvania, (5) L. H. Wagenhorst, State Teachers' College, Slippery Rock, Pennsylvania, (6) George Hoffman, University of Pittsburg, Pittsburg, Pennsylvania.

The criteria were not only used by the Pennsylvania group, but were also used in 1951 by a Wyoming group to evaluate the policies and practices of placement and follow-up in that state. One of the results of that evaluative study was the development of a handbook of desirable policies and practices of teacher placement and follow-up now in use at the University of Wyoming.

No record was found where these criteria had been tested for statistical reliability. However, since they had been tried and accepted in the above-mentioned studies it seemed reasonable to the writer to make use of them for evaluating the programs of placement and follow-up in Oklahoma. Further justification for their use was based upon advice of staff members of the School of Education of Oklahoma Agricultural and Mechanical College who felt that criteria developed outside the state had advantages over those which might be developed by the writer.

Since it was the intent of this study to determine the degree to which each cooperating institution was complying with the evaluative criteria it was necessary to establish a procedure which would make this possible. With emphasis placed on the degree of compliance it did not seem feasible to make use of a check list which called for "yes" or "no" responses. Such responses would have given a measure of compliance to the criteria but degrees of compliance would have been lacking.

In order to secure the degree of compliance, a five-

point scale was developed and adapted to each item of the evaluative instrument. Nothing was done which might change the meaning of any item in the evaluative instrument. The check list did make it possible for respondents to indicate the extent to which their institutions were performing the functions of placement and follow-up by their responses to the evaluative criteria.

Before the check list was used it was examined by others, criticized, revised and rewritten several times. In order to test the effectiveness and clarity of the check list Dr. Harold Massey, Head of the Education Department and Director of Placement of Panhandle Agricultural and Mechanical College, was asked to react to the entire instrument and to offer suggestions for improvement. As a result of the criticisms made by Dr. Massey minor changes were made and the final form of the check list was ready. The final instrument contained the following degrees of compliance: (1) complete, (2) a great degree, (3) a moderate degree, (4) very little, and (5) none. A sixth category was added to enable respondents to indicate items which did not apply to their particular situation or institution. In case of replies of this kind each respondent was asked to state the reason for non-application.

After consulting several leading educators, including the chairman of the writer's advisory committee, it was decided that the information for this study could be received by mailing the above check list to each

institution requesting a self-evaluation of the programs of placement and follow-up in terms of the evaluative criteria. The data used in this study were secured by this method. Certain weaknesses, attributed to the use of check lists are present in this report. Among the weaknesses are the following:

1. It is possible that the officials of the institution were not responding to the instrument from the same frame of reference.

2. It is possible that there were factors affecting the programs of placement and follow-up in the various institutions not covered by the check list.

3. It is possible that the judgments of the individuals responding to the check list were quite varied.

4. The fact that no responses were received from two institutions may have been due to poor or unusual conditions at these institutions thus giving an incomplete picture of placement and follow-up programs in Oklahoma.

The writer recognized these weaknesses and acted accordingly in analyzing the results of the study.

The check list and a letter of transmittal (appendix C) were sent to each of the following Oklahoma institutions:

Benedictine Heights	Tulsa, Oklahoma
Bethany Nazarene College	Bethany, Oklahoma
Central State College	Edmond, Oklahoma
East Central State College	Ada, Oklahoma
Langston University	Langston, Oklahoma
Northeastern State College	Tahlequah, Oklahoma
Northwestern State College	Alva, Oklahoma
Oklahoma Agricultural and Mechanical College	Stillwater, Oklahoma

Oklahoma Baptist University	Shawnee, Oklahoma
Oklahoma City University	Oklahoma City, Oklahoma
Oklahoma College for Women	Chickasha, Oklahoma
Oklahoma University	Norman, Oklahoma
Panhandle Agricultural and Mechanical College	Goodwell, Oklahoma
Phillips University	Enid, Oklahoma
Southeastern State College	Durant, Oklahoma
Southwestern State College	Weatherford, Oklahoma
Tulsa University	Tulsa, Oklahoma

The letter and check list were sent to each of the above institutions April 10, 1956. There was almost immediate response from twelve of the institutions. After waiting a reasonable length of time for the remaining institutions to respond, the writer felt that a follow-up letter would help to get these responses. A second letter was, therefore, sent to the remaining five institutions again asking them to complete and return the check lists at their earliest convenience. The second letter brought responses from three more institutions with two still abstaining. A telephone call to one of these institutions revealed that the person in charge of teacher placement was away from the campus but would reply upon his return. A personal visit to the other institution revealed a change in personnel in the placement office and a lack of time prevented officials from responding. The placement official at this second institution also revealed to the writer that he was not in sympathy with a study of this kind. After considerable discussion, a promise to complete and return the check list was made. After waiting two weeks for these responses the writer decided to proceed with the study without information from these

institutions. Completed check lists were returned by the following: (1) Bethany Nazarene College, (2) Central State College, (3) East Central State College, (4) Langston University, (5) Northeastern State College, (6) Northwestern State College, (7) Oklahoma Agricultural and Mechanical College, (8) Oklahoma Baptist University, (9) Oklahoma College for Women, (10) Oklahoma University, (11) Panhandle Agricultural and Mechanical College, (12) Phillips University, (13) Southeastern State College, (14) Southwestern State College, and (15) Tulsa University.

In organizing the data obtained from the application of the criteria for the main body of this study an arbitrary weighting was assigned to each degree of compliance in the check list. The following were the weights assigned:

<u>Weighted Score</u>	<u>Degree of Compliance</u>
+2	Complete
+1	A great degree
0	A moderate degree
-1	Very little
-2	None

Since fifteen schools reported the possible score for each criterion was a positive or negative thirty. The following arbitrary distribution of scores was also assigned:

<u>Range of Scores</u>	<u>Degree of Compliance</u>
+30	Complete
+24 to +29	Approaching complete
+ 9 to +23	A great degree
0 to † 8	A moderate degree
- 9 to -23	Very little
-24 to -29	Approaching non-compliance
-30	None

For example if fifteen schools reported complete compliance with a criterion the score would be a positive thirty. If the total score equaled a negative twenty there would be very little compliance with that criterion.

Each table shows the number of schools responding to a particular criterion and to what degree they are complying. The weighted score of each degree of compliance is included in the table as is the algebraic total summation of scores. These tables will be presented and analyzed in the following chapter of this study.

CHAPTER IV

AN ANALYSIS OF THE PROGRAMS OF PLACEMENT AND FOLLOW-UP IN OKLAHOMA INSTITUTIONS

The purpose of this chapter is to present an analysis of the data on the programs of placement and follow-up in Oklahoma. The information is organized into divisions corresponding to the major aspects of the placement and follow-up programs. The major aspects are as follows: (1) Policies; (2) Organization and Administration; (3) Credentials; (4) Relations with Employing Officials; (5) Follow-up; and (6) Research.

Each criterion under the major aspects will be treated separately. The analysis will be based upon the degree to which the institutions are complying with each criterion. Concluding the chapter will be a table showing the distribution of the total weighted responses to the entire instrument.

Part I -- Policies

Data gathered from fifteen institutions in Oklahoma regarding policies of teacher placement and follow-up are presented in Table I, pages 51 through 53.

TABLE I

POLICIES OF TEACHER PLACEMENT

		Degrees of Compliance					Does not apply	Total	Weighted Score
		Complete	A great degree	A moderate degree	Very little	None			
		+2	+1	0	-1	-2			
1. The improvement of the educational structure of the region served is recognized as the primary function of the placement service.	Weighted Score	4	6	0	-2			+8	
	Schools' Responses	2	6	4	2		1		
2. Registration in the placement service is required of all graduates from the teacher-education curricula and made available to all summer sessions or extension classes.	Weighted Score	6	2	0	-1	-8		-1	
	Schools' Responses	3	2	0	1	4	5		
3. Efforts are made to explain to the less desirable candidates the difficulties they will encounter in securing positions.	Weighted Score	4	5	0	-2			+7	
	Schools' Responses	2	5	6	2				
4. Efforts are made to find school situations where there is a reasonable hope that the less desirable candidates will succeed.	Weighted Score	6	8	0				+14	
	Schools' Responses	3	8	4					
5. The placement service is frank in advising prospective employers of the possible limitations of suggested candidates.	Weighted Score	22	4					+26	
	Schools' Responses	11	4						

TABLE I--(Continued)

		Degrees of Compliance					Does not apply	Total Weighted Score
		Complete +2	A great degree +1	A moderate degree 0	Very little -1	None -2		
6. Reasonable care is exercised to see that all material and testimonials are held in strict confidence.	Weighted Score	20	5					+25
	Schools' Responses	11	4					
7. All requests for teachers are given reasonably prompt attention.	Weighted Score	14	5	0				+19
	Schools' Responses	7	5	3				
8. The services are free of all costs to the registrants.	Weighted Score	22	1	0				+23
	Schools' Responses	11	1	3				
9. Systematic efforts are made to instruct graduates in school law pertaining to contracts, salaries, tenure, and legal responsibilities and limitations of classroom teachers.	Weighted Score	2	7	0		-2		+7
	Schools' Responses	1	7	6		1		
10. Systematic efforts are made to instruct graduates in professional ethics.	Weighted Score	4	10	0		-2		+12
	Schools' Responses	2	10	2		1		

TABLE I--(Concluded)

		Degrees of Compliance					Does not apply	Total Weighted Score
		+2 Complete	+1 A great degree	0 Moderate degree	-1 Very little	-2 None		
11. The placement director is given opportunity to share in the making of policies for admission and guidance of students.	Weighted Score	8	5	0	-2	-4		+ 7
	Schools' Responses	4	5	2	2	2		
12. The placement director is given opportunity to interpret to the members of the administrative and instructional staff the needs of the public schools.	Weighted Score	6	5	0	-1	-2		+ 8
	Schools' Responses	3	5	5	1	1		
13. The placement director is given opportunity to participate in curriculum revisions.	Weighted Score	4	8	0		-6		+ 6
	Schools' Responses	2	8	2		3		
14. The placement practices fall within the accepted philosophic pattern of teacher education.	Weighted Score	14	7	0				+21
	Schools' Responses	7	7	1				
15. The placement practices are consistent with the stated philosophy of the institution.	Weighted Score	18	6					+24
	Schools' Responses	9	6					

In general the data regarding policies revealed that even though there is some distribution of responses to this aspect of placement and follow-up there is a grouping of responses to the following criteria: five; six; fifteen; eight; fourteen; and seven. The positive scores of twenty-six, twenty-five, twenty-four, twenty-three, twenty-one, and nineteen respectively, indicated compliance to a great degree with these criteria.

Also worthy of note is the fact that the responses to these criteria reveal no general relative weaknesses among the Oklahoma institutions in this particular area.

Part II -- Organization and Administration
Within the Placement Office

Responses to the criteria regarding organization and administration of the placement office are shown in Table II, pages 55 through 56.

TABLE II
ORGANIZATION AND ADMINISTRATION
OF PLACEMENT PROGRAMS

		Degrees of compliance					Does not apply	Total Weighted Score
		Complete +2	A great degree +1	A moderate degree 0	Very little -1	None -2		
1. There is an official specifically charged with the definite responsibility of placement.	Weighted Score	26	1	0				+27
	Schools' Responses	13	1	1				
2. All requests for candidates for teaching positions are reported to the placement officer and all final recommendations are made through his office.	Weighted Score	10	9	0				+19
	Schools' Responses	5	9	1				
3. The director of placement is responsible to the chief administrative officer of the institution or to a coordinating administrative official.	Weighted Score	26	1		-1			+26
	Schools' Responses	13	1	1				
4. Adequate provision is made for an accessible and suitably located permanent office.	Weighted Score	18	5	0	-1			+22
	Schools' Responses	9	5	0	1			

TABLE II--(Concluded)

		Degrees of Compliance					Does not apply	Total Weighted Score
		Complete +2	A great degree +1	A moderate degree 0	Very little -1	None -2		
5. Adequate provision is made in light of present and expanding needs in secretarial and clerical service.	Weighted Score	10	6	0	-1			+15
	Schools' Responses	5	6	3	1			
6. Adequate provision of supplies and equipment is made.	Weighted Score	16	4	0	-1			+19
	Schools' Responses	8	4	2	1			
7. Adequate provision is made in light of present and expanding needs of suitable conference rooms.	Weighted Score	8	4	0	-2	-2		+ 8
	Schools' Responses	4	4	4	2	1		
8. Office procedures include definite delegation of duties and responsibilities to secretaries and clerks.	Weighted Score	14	6	0		-2		+18
	Schools' Responses	7	6	1		1		
9. Office procedures include a definitely planned system for interviews.	Weighted Score	18	5			-2		+21
	Schools' Responses	9	5			1		
10. Office procedures include a definitely planned system for interviews.	Weighted Score	12	5	0	-2			+15
	Schools' Responses	6	5	1	2			

Several facts in Table II are worthy of comment. There is almost complete compliance among Oklahoma institutions with the criteria one and three as the positive scores of twenty-seven and twenty-six respectively, indicate. Especially important is the fact that there is a great degree of compliance among the institutions with criteria four, nine, two, six, eight, five, and ten as the total weighted scores of twenty-two, twenty-one, nineteen, nineteen, eighteen, fifteen, and fifteen respectively, indicate. This shows a relatively high compliance among Oklahoma institutions with this aspect of teacher placement and follow-up.

Part III -- Credentials Used by the
Placement Office

Information regarding the credentials of the candidate is shown in Table III, pages 58 through 60.

TABLE III
CREDENTIALS

	Degrees of Compliance					Does not apply	Total Weighted Score
	Complete +2	A great degree +1	A moderate degree 0	Very little -1	None -2		
1. The credentials include personal data such as: name, home address and telephone number, temporary address, date of birth, personal defects, if any, height and weight, marital status, and photograph.	Weighted Score	26	2				+28
	Schools' Responses	13	2				
2. The credentials include scholastic data such as: secondary, under-graduate and graduate, extra-curricular, honors and awards received, credits summarized by subjects and fields of certification.	Weighted Score	24	2	0			+26
	Schools' Responses	12	2	1			
3. The credentials include teaching experience, vocational experience, and military record.	Weighted Score	20	5				+25
	Schools' Responses	10	5				

TABLE III--(Continued)

		Degrees of Compliance					Does not apply	Total Weighted Score
		Complete +2	A great degree +1	A moderate degree 0	Very little -1	None -2		
4. The credentials include testimonials from supervisors of student teaching, former secondary school officials or teachers, instructors in major fields, instructors in minor fields, director of extra-curricular activities, former employers, and home-community reference.	Weighted Score	20	5					+25
	Schools' Responses	10	5					
5. The credentials include miscellaneous data such as: foreign residence or travel, biographical sketch.	Weighted Score	10	3	0	-3	-2		+ 8
	Schools' Responses	5	3	3	3	1		
6. The plan for collecting the data includes systematic registration procedure.	Weighted Score	26	1	0				+27
	Schools' Responses	13	1	1				
7. The plan for collecting the data includes a systematic procedure for sending blanks to staff members and other references, including check-up until they have been returned.	Weighted Score	20	4	0				+24
	Schools' Responses	10	4	1				

TABLE III--(Concluded)

		Degrees of Compliance					Does not apply	Total Weighted Score
		Complete +2	A great degree +1	A moderate degree 0	Very little -1	None -2		
8. The plan for collecting the data includes easy access to the college records.	Weighted Score	20	3	0	-1		+22	
	Schools' Responses	10	3	1	1			
9. Provision is made for periodic revision of registrants' credentials.	Weighted Score	6	6	0	-1		+11	
	Schools' Responses	3	6	5	1			
10. The provisions for assembling data include a permanent folder.	Weighted Score	20	4	0			+24	
	Schools' Responses	10	4	1				
11. The provisions for assembling data include availability of several sets of each candidate's credentials up to date at all times.	Weighted Score	6	9	0		-2	+13	
	Schools' Responses	3	9	2		1		
12. The provisions for assembling data include an effective system for filing and finding credentials.	Weighted Score	18	5	0			+23	
	Schools' Responses	9	5	1				
13. The provisions for assembling data include confidential information for private use of the director and his staff.	Weighted Score	16	5		-2		+19	
	Schools' Responses	8	5		2			

Some interesting facts regarding the registrants' credentials are noted in the responses to this aspect of teacher placement. The most significant of these is the grouping of the responses toward the top of the scale in criteria one, six, two, three, four, seven, ten, twelve, and eight. Oklahoma institutions are approaching complete compliance in these aspects as the total weighted scores of twenty-eight, twenty-seven, twenty-six, twenty-five, twenty-five, twenty-four, twenty-four, twenty-three, and twenty-two respectively, indicate. Responses to these criteria reveal that practices followed by Oklahoma institutions in their programs of placement and follow-up are very much the same as those in effect in selected programs described in Chapter II.

Part IV -- Relations with Employing Officials

The distribution of responses to the criteria regarding the relationships between the training institution and employing officials is shown in Table IV, page 62.

TABLE IV
RELATIONS WITH EMPLOYING OFFICIALS

		Degrees of Compliance					Does not apply	Total Weighted Score
		Complete +2	A great degree +1	A moderate degree 0	Very little -1	None -2		
1. Bulletins are published describing the services of the placement office.	Weighted Score	8	4	0	-3	-6		+3
	Schools' Responses	4	4	1	3	3		
2. College publications describe the services of the placement office.	Weighted Score	10	3	0	-2			+11
	Schools' Responses	5	3	5	2			
3. Systematic efforts are made to secure information concerning vacancies.	Weighted Score	10	5	0	-1			+14
	Schools' Responses	5	5	4	1			
4. Facilities are ample for interviewing registrants, prospective employers and for prospective employers to interview candidates.	Weighted Score	10	5	0	-2			+13
	Schools' Responses	5	5	3	2			
5. The interests of the school districts are protected by refraining from recommending teachers under contract within thirty days of the opening of school.	Weighted Score	12	6		-1	-4		+13
	Schools' Responses	6	6		1	2		

In general a great degree of compliance is noted among Oklahoma institutions with the criteria two, three, four, and five as the total weighted scores of eleven, fourteen, thirteen, and thirteen respectively, indicate.

The relative weaknesses noted among the Oklahoma institutions is the fact that there is compliance to a moderate degree only with criterion one.

Part V -- Follow-up of Graduates

Data on the follow-up of graduates as conducted by Oklahoma institutions are presented in Table V, pages 64, 65.

TABLE V
FOLLOW-UP OF GRADUATES

		Degrees of Compliance					Does not apply	Total Weighted Score
		Complete	A great degree	A moderate degree	Very little	None		
		+2	+1	0	-1	-2		
1. Follow-up visits by instructional staff members include systematic visits during the first or second year of teaching.	Weighted Score	2		0	-6	-2		- 6
	Schools' Responses	1		6	6	1	1	
2. Follow-up visits by instructional staff members include conferences with employers at the time of visitation.	Weighted Score	4		0	-5			- 1
	Schools' Responses	2		7	5		1	
3. Follow-up visits by instructional staff members include written reports on the graduates to the placement office after visitation.	Weighted Score			0	-8	-4		-12
	Schools' Responses			4	8	2	1	
4. Arrangements for follow-up visits are made in advance with school officials.	Weighted Score	2	3	0	-5	-4		- 4
	Schools' Responses	1	3	3	5	2	1	
5. Written reports are sent to the placement office by employers following the first year of service.	Weighted Score	8	2	0	-3	-4		+ 3
	Schools' Responses	4	2	4	3	2		

TABLE V--(Concluded)

		Degrees of Compliance					Does not apply	Total Weighted Score
		Complete	A great degree	A moderate degree	Very little	None		
		+2	+1	0	-1	-2		
6. Graduates are recalled to the campus for group conferences or demonstrations during the first year of teaching.	Weighted Score			0	-6	-6		-12
	Schools' Responses			4	6	3	2	
7. Additional visits are made if requested by employing officials or when reports indicate the teacher is making unsatisfactory progress.	Weighted Score	4	2	0	-6	-4		-4
	Schools' Responses	2	2	2	6	2	1	
8. Funds are provided to pay the expense of staff members engaged in the follow-up program.	Weighted Score	10	2	0	-2	-4		+6
	Schools' Responses	5	2	2	2	2	2	
9. Systematic efforts are made to keep experienced teachers interested in professional advancement.	Weighted Score	2	6	0	-4			+4
	Schools' Responses	1	6	2	4		2	
10. The placement director participates in the follow-up program.	Weighted Score	14	2	0	-2			+14
	Schools' Responses	7	2	3	2		1	

From the data presented in Table V Oklahoma institutions appear to be relatively weak in their follow-up programs. There is a grouping of responses at the lower end of the scale. There is only a moderate to very little degree of compliance with the criteria eight, five, nine, two, four, seven, one, three, and six as the total weighted scores of six, three, three, negative one, negative four, negative four, negative six, negative twelve, and negative twelve respectively, indicate.

Also worthy of note is the fact that Oklahoma institutions are complying to a great degree with only one criterion and that is number ten which has a total weighted positive score of fourteen.

Table VI -- Research as Conducted by the
Personnel of the Placement Office

The responses of Oklahoma institutions to the criteria regarding research conducted in the areas of placement and follow-up are shown in Table VI, pages 67, 68.

TABLE VI

RESEARCH

		Degrees of Compliance					Does not apply	Total Weighted Score
		Complete +2	A great degree +1	A moderate degree 0	Very little -1	None -2		
1. The placement director conducts research on the analysis of calls to determine trends in demand from year to year.	Weighted Score	6	5	0	-1			+10
	Schools' Responses	3	5	6	1			
2. The placement director conducts research on the analysis of graduates and registrants to determine supply from year to year.	Weighted Score	6	6	0	-1			+11
	Schools' Responses	3	6	5	1			
3. The placement director conducts research on the analysis of placement for salaries, combinations, extra-curricular demand, and demand by subjects and fields.	Weighted Score	2	4	0	-1			+ 5
	Schools' Responses	1	4	9	1			
4. Research is conducted for classroom and extra-classroom demands upon teachers.	Weighted Score		2	0	-3	-4		- 5
	Schools' Responses		2	8	3	2		
5. Interpretation and dissemination of findings include annual interpreted reports for clientele.	Weighted Score	2	5	0	-4	-6		- 3
	Schools' Responses	1	5	2	4	3		

TABLE VI--(Concluded)

		Degrees of Compliance					Does not apply	Total Weighted Score
		Complete +2	A great degree +1	A moderate degree 0	Very little -1	None -2		
6. Interpretation and dissemination of findings include articles in college magazines.	Weighted Score		3	0	-8	-6		-11
	Schools' Responses		3	1	8	3		
7. There is a well-arranged bulletin board near the placement office.	Weighted Score	14	3		-2	-4		+11
	Schools' Responses	7	3		2	2	1	
8. Systematic reports are made periodically to staff and curriculum committees.	Weighted Score		3	0	-2	-2		-1
	Schools' Responses		3	9	2	1		
9. Cooperative research is conducted with state groups of placement officials regarding preference of superintendents, salary trends, causes of failure, and reasons for success.	Weighted Score	2	3	0	-7	-4		-6
	Schools' Responses	1	3	2	7	2		

Generally speaking the Oklahoma institutions are relatively weak in this aspect of teacher placement as revealed by their responses to criteria eight, five, four, nine, and six. The total weighted scores of negative one, negative three, negative five, negative six, and negative eleven respectively, indicate a moderate to very little degree of compliance with these criteria.

Oklahoma institutions indicate a great degree of compliance with criteria two, seven, and one as the total weighted scores of eleven, eleven, and ten respectively, indicate. The response to these criteria in this manner would tend to strengthen the statements made earlier in the study (pages 1 and 23) where it was pointed out that most of the studies in the area of placement deal with such items as supply and demand and that information furnished to college faculties and students by the placement office usually includes data on supply and demand of teachers.

Table VII -- Distribution of Total Weighted
Scores

In Table VII an attempt is made to present an overall picture of the organizational and administrative practices followed by Oklahoma institutions in their programs of placement and follow-up as revealed by responses to the various aspects of the check list. Table VII is, in a sense, a summary table which provides an opportunity

to view the entire picture of the problem under study. The algebraic totals of the weighted responses are shown.

TABLE VII
DISTRIBUTION OF TOTAL WEIGHTED SCORES

Total Weighted Scores	Policies	Organization and Administration	Credentials	Relations with Employing Officials	Follow-up	Research
30						
29						
28						
27		1				
26	5	3				
25	6					
24	15					
23						
22		4				
21	14	9				
20						
19	7	2,6		13		
18		8				
17						
16						
15		5,10				
14	4					
13					10	
12	10			11		
11						
10				9		2,7
9						1
8	1,12	7		5		
7	3,9,11					
6	13				8	
5						3

TABLE VII--(Concluded)

Total Weighted Scores	Policies	Organization and Administration	Credentials	Relations with Employing Officials	Follow-up	Research
4				1	5,9	
3						
2						
1						
0						
- 1	2				2	8
- 2						
- 3						5
- 4					4,7	
- 5						4
- 6					1	9
- 7						
- 8						
- 9						
-10						
-11						6
-12					3,6	
-13						
to						
-30						

As shown in Table VII there are relative strengths noted in the responses to the criteria relating to policies, organization and administration, credentials, and relations with employing officials. Relative weaknesses are noted in the areas of follow-up and research.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The purpose of this chapter is to re-state the problem, briefly review the limitations of the study and the methods used in collecting the data, summarize the findings, draw the conclusions, and make recommendations for further study.

The problem as stated in the opening chapter has been to critically evaluate the organization and administration of the programs of placement and follow-up in Oklahoma institutions that have teacher education programs. The study has been limited to the state of Oklahoma and those institutions of college grade that have teacher education programs. Institutional teacher placement was considered rather than those placement services performed outside the college bureau. No attempt has been made in this study to compare the placement and follow-up programs of individual institutions, but rather to evaluate the over-all programs on a state-wide basis.

The background for the study was presented in Chapter II. The historical development, recommendations of study groups, related studies, and case descriptions of selected programs of placement and follow-up have been included in

this background study.

The methods used in collecting the data for this study were discussed in Chapter III. In order to evaluate the programs of placement and follow-up in Oklahoma a check list consisting of evaluative criteria has been used. In order to determine the degrees of compliance with the criteria, a five-point scale was developed. The check list included the following degrees of compliance: (1) Complete, (2) To a great degree, (3) To a moderate degree, (4) Very little, and (5) No compliance. A sixth category was added to enable the respondents to state non-application.

Six major divisions were contained in the final instrument. There were appropriate criteria under each division. The major divisions were the following: (1) Policies, (2) Organization and Administration, (3) Credentials, (4) Relations with Employing Officials, (5) Follow-up, and (6) Research. The final instrument was sent to the seventeen Oklahoma institutions of college grade that have teacher education programs. Placement officials of each institution were asked to apply the criteria and return these to the writer. Responses were received from fifteen of the institutions giving an eighty-eight per cent response to the check list.

An analysis of the data appears in Chapter IV. As discussed in Chapter III arbitrary weightings were assigned to each response category. Total weighted scores derived by the algebraic summation of responses

appear in the last column of Tables I through VI. These total scores formed the basis for the final evaluation as was shown in Table VII. Recognized limitations of the check list method have been taken into consideration in arriving at the conclusions drawn from this study.

Findings

With respect to the criteria regarding policies, placement officials of Oklahoma institutions indicated they were approaching complete compliance with those criteria relating to frankness in advising employers of possible limitations of candidates, keeping materials and testimonials in strict confidence, and in following practices consistent with the stated philosophies of the institutions.

With respect to the criteria regarding organization and administration of the placement office, Oklahoma institutions follow the practice of vesting responsibility for placement in one official. This official, in most cases, is responsible to the chief administrative officer of the institution.

To a somewhat lesser degree these institutions follow accepted practices in such functions as processing requests for teachers, providing for office space, secretarial help, supplies and equipment, delegating responsibilities to clerks, and routing requests for teachers.

In the matter of handling credentials of registrants,

Oklahoma institutions rank high in the extent to which they follow practices set forth in the evaluative criteria. Especially high were the practices related to handling of personal and scholastic data, professional experience, testimonials, procedures involved in registration and systematic dissemination of information, and in providing a permanent folder for each registrant.

In the activities related to the accessibility of college records, providing periodic revision of registrants' credentials, making available sets of up-to-date credentials, using effective filing systems, and providing for inclusion of confidential information, Oklahoma institutions follow practices which compare favorably to those set forth in the evaluative criteria, though not quite to the extent as those mentioned above.

With respect to the criteria relating to relations with employing officials, Oklahoma institutions comply to a great degree with all criteria with the exception of the one relating to the publishing of bulletins. Only a moderate degree of compliance was noted with this criterion.

With respect to the criteria regarding follow-up, Oklahoma institutions comply to a great degree with the criterion relating to participation in the follow-up program by the placement director. However, in all other items related to follow-up, Oklahoma institutions rank low in the extent to which they follow procedures listed in the evaluative criteria.

With respect to criteria regarding research as conducted by the placement office, Oklahoma institutions follow very closely the practices listed in the evaluative instrument in the areas relating to supply and demand of teachers, and provision of a well-managed bulletin board. However, moderate to very little compliance was noted with the remaining criteria in this aspect of the instrument.

Conclusions

The following conclusions appear to be warranted on the basis of the evidence from the present study:

1. Oklahoma institutions are relatively strong in certain aspects of teacher placement and follow-up. The highest degree of compliance was noted in the practices relating to credentials. An examination of the reports made by the respondents of the various institutions revealed that practices followed in this area approached complete compliance. There was a relatively high degree of compliance among the institutions with the aspects relating to policies, organization and administration, and relations with employing officials.

2. Oklahoma institutions are relatively weak in the aspects of follow-up and research as conducted by the placement office.

3. The evaluative instrument used in this study showed a great amount of internal validity as evidenced

by the extent to which responses proved to be discriminative.

Recommendations

The following recommendations are made on the basis of the information revealed in this study:

1. That Oklahoma follow the example of some of the other states in striving to improve institutional programs of placement and follow-up on a state-wide basis.

2. That the Oklahoma Commission on Teacher Education and Certification in cooperation with Oklahoma institutions, study the problems of improvement in areas of follow-up and research.

3. That further study be given to the reliability and general validity of the evaluative criteria employed in this study, so that future research workers may have the benefit of a scientifically validated instrument.

Needed Research

During the course of this study and the writing of the report, several related questions occurred to the writer as being worthy of further consideration. Among these were the following:

1. How may follow-up information be evaluated, and used in modifying the teacher education program?
2. Are former students who leave college before graduating served as well as graduates?

3. What is the relationship between the problems of the beginning teacher and his area of preparation?
4. What are the desirable patterns of organization and administration of placement and follow-up in large and/or small institutions?
5. What is the place of the placement office in the administrative structure of our colleges?
6. What are the reasons given by students for not using the placement office in seeking employment?

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APPENDIX A
Recommendations of Study Groups

Recommendations of Study Groups

The group meeting in New York made the following recommendations:

1. That successful placement of teachers is a joint responsibility of teacher-education institutions and the employing school districts.
2. That teacher-education institutions reflect thorough understanding of the problems of the area which they serve by developing curriculum which will prepare teachers to deal effectively with the situation in which they work.
3. That teacher-education institutions encourage the acceptance of the principle that superintendents, principals, supervisors, and teachers share in the personal interviewing and selection of teachers.
4. That teacher-education institutions emphasize the need for a close, continuing relationship with superintendents, principals, supervisors, and teachers prepared by those institutions.
5. That teacher-education institutions provide a follow-up service which will maintain contact with graduates as they progress on the job, using the findings of such follow-ups as the bases for periodic revision of the preparing programs.
6. That teacher-education institutions develop continuing programs of evaluation of their effectiveness, through the use of profession groups composed of principals, superintendents, supervisors, teachers, lay groups, groups of recent graduates. Workshops, visitations, conferences, polls, and questionnaires may all be used in such an effort.
7. That means be devised to develop a sense of responsibility among parent groups, alumni groups, and teachers associations for on-the-job assistance to new teachers designed to provide them with a sense of security and satisfaction.
8. That teacher-education institutions give consideration to the principle of having students receive early and gradual, active participation in classroom activities. Special attention should be given to the advisability of introducing

such experiences as early as the second year in college, using the following years to build upon and strengthen the experience thus gained.

9. That teacher-education institutions and schools continually publicize the desirable features of teaching as a profession and the special advantages which each type of institution has to offer.
10. That teacher-education institutions re-emphasize the purpose of follow-up activities to be that of providing a basis for improvement of the teacher-preparing program; and that the responsibility for a close, continuing, supervisory program be solely that of the local school employing unit.

The following recommendations were made by the group meeting in Atlanta:

1. That the National Commission on Teacher Education and Professional Standards recommend to the local committees and college administrators that the college placement service be made an integral part of the overall counseling program.
2. That where the college is financially unable to execute a follow-up program covering the entire state or its service area, the state or the college service area be divided into regions, and intensive service be provided each year in a given region until the entire state or service area is covered.
3. That placement be a continuous service, not ending with the initial placement of the graduate.
4. That colleges assign responsibilities for recruiting students and following up graduates to specific staff members.
5. That college admissions officers request more detailed information from high school principals and classroom teachers concerning the qualifications of students seeking admission to teacher education.
6. That comparable criteria used in placing graduates be employed in admission practices.
7. That to develop more effective screening processes, objectives of teacher-education program should be so stated that the student can evaluate himself

and the faculty can evaluate effectively student programs. Screening should be a continuous process throughout the student's college career.

8. That valid criteria for selection of teachers should include: personality inventories, college records, social backgrounds, experiences with small children, ability to get along with people, and participation in extracurricular activities at college.
9. That the teaching profession approve employment procedures which will assure employment preference for the best qualified teachers, those holding highest types of certificates.
10. That teachers professional organizations establish registers of teacher supply and demand; that local and state units be urged to lend support to the policy of having the professional administrator of the school system receive all applications of school personnel, make investigations, and recommend applicants to the employing board.
11. That in considering teacher applicants for employment priority should be given to applicants (a) with credentials from preparing institutions accredited by the National Council for Accreditation of Teacher Education, (b) holding membership in professional organizations.
12. That state departments safeguard the quality of work completed for the purpose of upgrading certificates by limiting the amount of college work that can be pursued by full-time teachers.
13. That improvement of fifth-year teacher-education programs can be stimulated through follow-up practices, by helping teachers in service identify school and community problems to be used as basis for research required for advanced degrees and for corollary certificates.

The Chicago group made the following recommendations as to the role of placement and follow-up services.

Adequate follow-up procedures will undoubtedly improve the standards of teacher-education institutions. Staffs which are faced with many reports will become concerned about the quality of preparation which is being provided. Follow-up procedures will

in time reveal general weaknesses of institutions and means can then be developed to improve their programs.

Good placement and follow-up services should encourage further professional growth of teachers in service. Placement officers may, through personal contacts, locate good teachers and encourage them to complete advanced work. Better qualified supervising teachers may also be secured in this way. Placement bureaus generally, however, are not adequately staffed to make the needed number of contacts in the field.

Placement should involve the cooperative efforts of teacher-education institutions, school employing offices, state placement offices, and teachers. It is a functional part of the administration of the teacher-education institution, and must include not only the securing of a position but also follow-up after placement. In its operation proper placement must be based upon the personality and capacities of each person.

Persons employing teachers desire the following types of information: family background, activities in which the student engaged in high school and college, scholastic record, and work experience. Although employing officers rely a great deal on letters of recommendation, it is generally conceded that all letters do not have the same validity. Letters written by persons supervising student teaching seem to be more helpful than those written by college professors. Letters from high school guidance directors and high school principals also are useful.

Valuable information as to the desirability of persons for teaching may be obtained from the student's statement of his philosophy of education and of his reasons for choosing teaching.

In placing candidates, efforts should be made to help the candidates know the communities in which they desire to teach. Placement directors should know the candidates well enough to determine the communities for which they are best suited.

Placement bureaus may use the following means to appraise the work of the person as effective follow-up devices: rating scales, check lists, personal visitation, rating scale for self-evaluation, and informal talks and conferences. Follow-up may serve

to verify judgments as to the desirability of the candidate, to provide information for bases of further promotion, and to provide remedial help where needed. Placement should not be only the means of getting the right person in the right job for the first time but should also aid in the advancement of the teacher while in service. In this way it will be a positive means of improving the standards.

The group from Kansas City devoted the major portion of its study to three broad areas of interest.

1. The analysis of the role of effective placement.
2. The identification of useful techniques in the implementation of adequate follow-up services.
3. The study of methods by which the professionalization of teaching may be effected.

Placement should be closely related to follow-up and in-service education services, in order that adequate criteria for employment become operative.

The extension of these services involves the cooperation of the community, the school system, and the teacher-education institution in the implementation of adequate and effective follow-up and in-service programs. Follow-up services should not be limited to those teachers who have been on the job for one or two years but, as a factor in the total program, such services must attempt to be of aid to all teachers and to all school systems.

Conferences of experienced teachers, teacher candidates, school administrators, and teacher-education faculties, the introduction of courses dealing directly with problems teachers are likely to meet, the development of block programs and full-time student teaching, selective admission and retention of teacher candidates, and regional cooperative workshops are methods by which preservice education, placement, and follow-up programs might be improved. Such programs coupled with the study and development of extended and improved placement procedures, are recommended to state delegations for study and possible implementation.

The group meeting in San Francisco recommended:

1. That the National Commission on Teacher Education and Professional Standards recommend to the National Council for Accreditation of Teacher Education that

emphasis should be placed on a more complete follow-up of graduates in teaching positions. Such follow-up should be made through the teacher-education institutions in such a manner that the regular teaching staff will be informed of the successes and failures of the program, enabling the staff continually to revise and strengthen curriculum offerings.

2. That teacher-education institutions should practice decentralization in the laboratory program to give teachers more varied and realistic experiences.
3. That school employing officials and public and private placement agencies be encouraged to insist that references of beginning teachers include recommendations from master teachers, principals, and supervisors.
4. That careful thought and planning be given to first assignments of beginning teachers so that a good wholesome climate may be provided during the initial teaching experience. For example, new teachers should not be given the most difficult room or assignments which no one else wants.
5. That whenever possible the beginning teacher should visit the local community before signing a contract to teach there.
6. That every effort be made to improve the quality, reliability, thoroughness, and validity of reference papers.
7. That placement offices develop a standardized technique suggesting that more information is available to school employing officials on request, if it is not possible to include such information on the reference papers.
8. That all who are responsible for the selection, preparation, placement, and employment of certificated school personnel must assume their share of the obligation to eliminate unfit and undesirable persons from the profession.

9. That the National Commission on Teacher Education and Professional Standards should develop some guiding principles outlining the feeling of the teaching profession regarding proper employment practices for teachers.¹

¹"Improving Standards for the Teaching Profession," Report of the 1953 Series of Regional Conferences on Teacher Education and Professional Standards, The National Commission on Teacher Education and Professional Standards (Washington, 1953), pp. 52-56.

APPENDIX B
Detailed Descriptions of Programs of Placement
and Follow-up in Various
States

Placement Bureau

Pittsburg, Kansas

Kansas State Teachers College

INFORMATION FOR CANDIDATES ENROLLING
IN THE PLACEMENT BUREAU

Purpose of Bureau

We have two important responsibilities: to find good positions for our graduates and to furnish good teachers for the schools of our area. Therefore, we want to make certain that our enrollees are placed in positions where they should serve well and succeed. Since we are a state institution, preparing teachers for the public and private schools, school administrators have a right to expect us to furnish detailed, complete information and a frank opinion concerning any graduate whom we may recommend.

Credentials

Your credentials will be kept on file permanently by the Bureau. However, they will be placed upon the active file for notices of vacancies only at your request. A copy of these credentials will be sent to employing officials where vacancies exist upon your request.

Filling Out the Forms

Please fill out the forms neatly and accurately. Unless you can write or print well, they should be typed. The perforated card is for our own information only and will be placed on the active file. For our information, tell us what types of positions you will accept; inform us of your geographical limitations, if any; and state the minimum salary you would accept. If you are a candidate for a high school position, please list all the courses you would be willing and qualified to teach in addition to your major field.

Extra Curricular and Reference Page

The extra-curricular activities page should be filled out as thoroughly as possible. Please do not be too modest in listing your activities and honors. In listing references, list four or more people who have known you in recent years and should be able to judge whether you would be successful or not. Character references are perhaps the least satisfactory. It is an evident fact that you should contact those listed as references, requesting them to write a statement for you and at the same time bringing them up-to-date concerning yourself. We shall send them a form and you need not wait for a reply from them before listing their names with us.

Course Sheet

Please list all courses by fields, giving the hours for each course and totaling the number of hours in each field. All courses taken for graduate credit should be starred (*). If you need more space, do not hesitate to use a nearby space or the back of the sheet. If you take additional course work, turn in a list to this bureau. It is your duty to keep this sheet up to date and correct. If you change your program in any way, please see that the corrections are made.

Candidate's Page

Employers are giving more and more attention to the candidate's page. The other sheets call for cold facts and figures, but this is your opportunity to state what is on your mind. You may want to elaborate on some of the facts given or you may want to use it for any information you would want to put in a letter of application. At any rate, employing officials will want to know something of your family background; early life; school, vacations, or work experiences; service record; personal interests and hobbies; professional interests and ambitions; special talents; and about other personal qualities not given in your credentials. Much care should be used in wording this in an educated fashion. It may be the decisive factor in obtaining the position for you.

Class Schedule Card

If you are in school, we want you to fill out a class schedule card in order that we may find you immediately when the right job comes along. Each semester or summer session you should give us your schedule, if you are actively looking for a position.

Photographs

Your credentials are not complete until the Placement Bureau is supplied with at least six of your photographs. This is important, because many employers will not consider an applicant without seeing his or her photograph. The size should be $2\frac{1}{2}$ by $3\frac{1}{2}$ inches. The attached sheet gives further information.

Change of Address or Telephone Number

Keep the Placement Bureau informed of any change of address or telephone number. We should be able to locate you in the shortest time possible.

Usual Procedure Followed in Placing Candidates

(1) Notification

When a position for which you are qualified is reported to this office you will be notified of it. If you are in school or living in Pittsburg, you will be called by telephone or mailed a notification. It is then your obligation

to get in touch with the Placement Bureau without delay to let us know what your intentions are regarding the vacancy.

If you live out of town, you will be notified by mail on one of our printed forms. When you receive this notice, follow the printed instructions on the form and return the reply to us. It is necessary that we know what action you intend to take. If you do not apply for the position, we want to know why so that we will not waste your time and ours by sending you other notifications of similar vacancies. Failure to reply will indicate that you are not wanting a position. Often the salary is not listed. If it is listed, it is usually a figure for a beginning teacher and if you have had experience, you can imagine it may be somewhat higher.

(2) Contact

If you are interested in the position about which you have been notified, your next step is to contact the employer. This is usually done by correspondence, and we suggest that you carefully prepare a good letter for this purpose. If the position is close, you may find it much better to call the employer or go see him. Often speed is very important and the mail service may be too slow.

(3) Sending Credentials

As soon as you decide to apply for a position, let the bureau know, and we shall send your credentials. Do not ask us to send out your credentials unless you really think you want the position and have a reasonable chance of getting it. Please give us about forty-eight hours notice in requesting your credentials to be sent, if possible.

(4) Interview

Almost invariably, an employer will want to have an interview with an applicant before hiring. The impression that you make at this time may decide whether you or someone else gets the job. It will be valuable to you to make a thorough preparation well in advance so that you will know how to react intelligently to an interview. If you desire information on how to write a letter of application or how to prepare for a personal interview, let us know and we shall send information to you.

(5) Follow-Up

As soon as you have accepted a position, inform the Placement Bureau and notify other employers to whom you have applied. This is absolutely essential and ethical. Once you have signed a contract, no effort should be made to find another position. It would be well also to notify your chief supporters that you are now located and that they can relax their efforts to find you a position. It is good business to thank all of those who have assisted you or interviewed you concerning a position.

KANSAS STATE TEACHERS COLLEGE
Rees H. Hughes, President
Pittsburg, Kansas

November 15, 1955

Dear 1955 Graduate:

As a part of our follow-up program, we are sending you a copy of our study concerning the occupations and locations of the 1955 K.S.T.C. graduates. We thought you might be interested in the table showing the breakdown of the class by degrees and teaching fields, and we are certain that you will be interested in some information concerning the other members of your class.

For some of our graduates, strangely to say, we lack complete information concerning them. Many received degrees in absentia and have not corresponded with us since that time. Each fall we send a double postal card to our graduates asking them to report concerning their complete address and present occupations. Thousands of these cards are sent out and practically all of them are returned. We hope you will keep us informed concerning yourself throughout the years for it will be to your benefit to do so. Unlike many colleges, we do not solicit our graduates for scholarship or endowment donations but, if we have their mailing address, we often send them information about the college. For instance, the Christmas issue of the Collegio is mailed to all of our graduates for whom we have correct addresses.

You will note that we have no information concerning a few of these 1955 graduates. Should you know the present occupations and mailing addresses of any of them, we would appreciate hearing from you.

We want it to be generally said that K.S.T.C. never loses interest in its graduates. If this department or any of the departments here can be of service to you, please feel free to call upon us. We certainly wish for you much success and happiness in your present work.

Cordially yours,

L. L. Tracy, Jr.
Director of Field Services

KANSAS STATE TEACHERS COLLEGE
Rees H. Hughes, President
Pittsburg, Kansas

The following letter is sent to each superintendent upon receipt of rating blanks sent in January:

We appreciate the prompt manner in which you have returned the rating blanks, concerning your teachers who have had part or all of their training at this college. Personally, I recognize the effort and care required to fill these out and I am grateful for your assistance.

These forms were sent for all teachers who have been in their present assignment for less than two full years. Periodically, we check on those who have served for several years in the same capacity also. We are interested in knowing how our graduates and former students are progressing in order that we may be of assistance to them and to the school. If they are not successful we are concerned and hope you will let us know. Please write to us at any time concerning any of our teachers.

The College feels that it should be of maximum service to the schools of this area. We place not only graduates and former students but often place graduates of other colleges. However, only well-rated prospects are accepted for placement. Usually these are from out-of-state. These are usually placed in direct competition with our own graduates for positions. We do not attempt to push new inexperienced graduates into positions of great responsibility requiring experience when we know of individuals in the field deserving and capable of better positions.

The shortage of elementary teachers still exists and will probably continue to exist for several years. This shortage also exists in the fields of music, home economics, English, and girls' physical education. We had hoped that the supply of teachers in most secondary fields would be adequate, but recent calls by the armed forces and industries have taken a number of teachers. We can make no accurate prediction at this time concerning the supply of secondary teachers for this fall.

We would like to remind you that a number of students will be completing degrees this spring and summer, and some of the candidates might well qualify to fill your need for staff and administrative personnel. When you

know your needs, may we suggest that you let us help in the selection of your staff. Either write, call, or visit our office so that we can make convenient arrangements for you to interview qualified applicants. We shall do our best to find candidates for you to talk with. We appreciate your interest in our graduates and are anxious to be of as much help as possible.

Cordially yours,

L. L. Tracy, Jr.
Placement Director

Detailed Study as Conducted in Wyoming

Purpose

The College of Education teacher placement bureau has for its purpose the following items: (1) to assist the teacher-education graduates with placement in the public and private schools of the state; (2) to assist the public and private schools' administrators of the state in finding well-qualified teachers; (3) to provide the best qualified candidates available for teaching the children of the state; and (4) to secure information systematically from former graduates and from school administrators regarding the strengths and weaknesses of the teacher-placement and follow-up program and the teacher-education program.

Organization

The College of Education teacher placement bureau is organized as a part of the College of Education. It operates independently from the Alumni Relations Placement office on the University campus. The Director of the College of Education teacher placement bureau is an educator, a former teacher and administrator, and is familiar with teacher education programs and the public and private schools of the state.

Supply and Demand Information

The Bureau of Educational Research and Service of the College conducts an annual study of the supply and demand condition of the state. This information is utilized by the teacher placement bureau and by the College of Education to guide students into teaching fields where critical shortages of teachers are evident.

Follow-up Services

Provisions for faculty participation in formulating policies. Provisions are made for the faculty of the College of Education to participate in the formulation of policies concerning follow-up services. Since follow-up services consist of many activities and techniques, it is necessary that there be a cooperative effort on the part of many persons who are interested in the preparation and success of the teacher candidate. Therefore, those who are interested in the professional success of the graduate are given a voice in the formulation of the follow-up program.

Securing on-the-job Appraisal Information for Teachers

An on-the-job appraisal will be secured for each teacher at the end of his first year of teaching or at the end of his first year in a new position. This information will provide the College of Education and the teacher placement bureau with pertinent information relative to the strengths and weaknesses of beginning teachers in their first positions and experienced teachers in a new position. This information can then be used to improve the teacher-education program so that future teachers may be equipped better to enter the profession.

On-the-job appraisal information secured for these teachers will be included in the teacher's placement papers. This information will be valuable to employing officials because it will show the strengths and weaknesses evidenced by beginning teachers and teachers in new positions.

Utilizing Follow-up Data

Utilizing follow-up data to further teachers' professional growth will be on the in-service level. Utilization of follow-up data will enable the individual teacher, the College of Education, and supervisors in public schools to work cooperatively for continued professional growth of the teacher on the in-service level.

Beginning Teachers' Conferences

The College of Education plans to invite beginning teachers to the campus during the year for conferences dealing with teacher problems. This will enable beginning teachers to come together and work cooperatively with educational leaders to solve the problems encountered during the first year of teaching.

Conducting Off-Campus Workshops for Beginning Teachers

The College of Education plans to conduct off-campus workshops for beginning teachers whenever possible so they may work toward the solution of their teaching problems.

Sharing the Findings in Follow-ups with Faculty Members

The College of Education plans to share the findings in follow-ups with faculty members in the departments of the teacher's major and minor fields of preparation just as soon as the follow-up program is developed. By pursuing

this policy the apparent strengths and weaknesses of teachers in the field can be noted and measures taken to overcome the weaknesses and improve the strengths.

Placement Bureau Director and Field Supervisors Visit Beginning Teachers

As soon as it is practical and whenever adequate finances are available the College of Education should have these persons visit beginning teachers in the field. The follow-up task is too great to be undertaken by one person; therefore, the services of as many people as possible shall be enlisted to provide the type of service needed in the field.

Departmental Supervisors and Members from the Major and Minor Fields of Preparation Visitation

Whenever possible the College of Education plans to have the departmental supervisors from the beginning teacher's major and minor fields of preparation visit him during his first year in the field. These departmental supervisors can render valuable assistance to the beginning teacher in helping him overcome the problems encountered in adjusting to the profession of teaching.

Securing Information Regarding Strengths and Weaknesses of the Teacher Education Program

The College of Education teacher education bureau plans to secure information systematically from former graduates concerning the strengths and weaknesses of the teacher education program. Former graduates can provide valuable information relative to the adequacy of the preparation they received from the teacher-education program. The weaknesses of the program can be brought to light, and measures can be taken to improve the total offering.

Securing Information Regarding the Strengths and Weaknesses of Placement and Follow-up Programs

The College of Education teacher placement bureau plans to secure information systematically from school administrators concerning the strengths and weaknesses of the institutional teacher placement and follow-up programs. Gathering this type of data will enable the teacher placement bureau to correct its weaknesses and thereby provide the type of services desired by the school administrators.

Following-up Graduates Systematically for More Than
One Year

The College of Education plans to initiate a follow-up program as soon as possible and to follow-up graduates systematically for more than one year. A minimum of three years is recommended. However, follow-up services are to be conducted as long as necessary, i.e., until it is evident that he will not make a worthy member of the profession and is advised to enter some other field of endeavor.

Detailed Study of Placement and Follow-up
Programs in State of Washington

1. Follow-up programs previous to the adoption of the general certificate.

It was very clear that there was relatively little personal follow-up prior to 1951. Most institutions made it a regular practice to obtain recommendations from the administrators on the first year experience of the teacher. However, there was no evidence that such reports were utilized to any extent to improve the existing teacher-training programs. Informal contacts with teachers were made through professional meetings, field service, incidental or chance contacts. Some institutions reported that they made visitations when a teacher requested one. Only one stated that the staff tried to visit a considerable number of first year teachers. One had staff attend institutes called by their church superintendents where the problems of the first year teacher were discussed.

2. Development of the program for 1951-52.

The extent to which the institutions initiated their follow-up programs varied widely during the first year of the provisional general certificate. It would appear that six institutions made an attempt to visit all, or nearly all, of their first year teachers. Three others visited some of their teachers, usually those in nearby locations. Three others contacted all their beginners through questionnaires or correspondence. The most extensive program was carried out by Western Washington College of Education. They visited each teacher twice with a team of two, one from the department of education and one from a subject matter department. In addition, they held a mid-year conference on their campus for their beginning teachers. Their travel costs for the year were approximately \$1150.

3. Program for 1952-53.

During the year, the State Department instituted a number of regional meetings to be attended by all first year teachers, their administrators, representatives from the institutions, and members of the county and state office staffs. Most of the institutions sent one or more staff members to the meetings in the regions where they had first year teachers. One institution, in addition to these meetings,

visited the majority of their first year teachers. It was apparent also that better information was being distributed by the schools. The counseling programs for the fifth year of training were improving. One school experimented with a lengthy conference form for the visits. This they dropped the next year because it became an obstacle to good rapport between the staff visitor and the teacher.

The year of 1953-54 attendance of institutions at the regional meetings increased. One school that had been visiting only nearby teachers visited three-fourths of their beginners. Another institution doing only incidental visitation, increased its program so that large numbers of its graduates were contacted. The practice of including representatives from departments other than education in the visitation program and at regional meetings had increased to include at least four schools. Few institutions submitted expense figures. The program at Western costs approximately \$1350 a year, or just under \$7 per teacher.

4. Proposed program for 1954-55.

Considerable increase in personal visitation is planned. Ten schools attempt to contact all beginners, some of them at least twice. Six schools are using subject-matter faculty in addition to the education staff for visitations and attendance at regional meetings. One school in the period from 1951-1955 has had 75% of its entire faculty involved in the visitation program at some time or another. One school has budgeted \$1800 this year for follow-up. Another institution is making a comprehensive questionnaire study of the needs of the first year teacher. It includes questions prepared by the subject matter departments as well as the education department.

It is significant to note that personal visitation is increasing, more members from the subject matter departments are being involved, more thorough counseling programs are being developed, and more information is being made available to the teachers. One of the most complete bulletins is that issued by Western entitled "Guide for Teachers Holding Provisional General Certificates." It is very clear that the more experience an institution has in developing an effective follow-up program, the more they consider it to be a most valuable and essential part of the teacher-training program.

5. Illustrative materials, questionnaires, forms and publications used.

There are a number of forms and questionnaires which are included in several of the reports of the various institutions. Some vary from brief general questionnaires to much more detailed questionnaires. Some represent questionnaires which are used regularly each year with relatively little revision while others represent current studies which are underway. Probably where special studies are being conducted there might be considerable change in the questionnaires next year due to kinds of information desired. It would seem obvious that at this time there would be no advantage gained in attempting to standardize a questionnaire which would go out to each individual teacher. Institutions will wish to obtain different information at different times depending upon the phases of their program they wish to consider most carefully.

Most schools ask the administrator to fill out some kind of an evaluation form on their first-year teacher. There were not enough samples included to determine the similarities among these forms for all fourteen institutions. It is felt that it might be worth while to make a collection of these forms and have them studied by the Teacher-Education Committee. It might be at this time that a form could be developed which all institutions could use thus simplifying the administrator's job and standardizing somewhat the kind of information he would collect on all his teachers. However, such a proposal should be given very careful consideration for standardization might hinder the further development of this phase of the program. Perhaps a compromise could be developed. Certain basic information could be asked for all teachers from the administrator and then when the school wished to experiment with added material, they could enclose a supplementary sheet. In any case, this problem would seem to warrant further study.

6. Changes in the teacher-education program resulting from the follow-up program.

Some change has taken place in all institutions as a result of the follow-up program. In general, the changes in order of their frequency of mention were adjustments in some phase of the offerings of the department or school of education. This was mentioned thirteen times; changes in laboratory experience, seven times; changes in counseling, four

times; in the curriculum of the student outside of education, three times; and improved scheduling of courses, once.

It is very clear that the information received from the first-year teachers and from the administrators has been given very serious consideration and has resulted in many changes. Personally, I have the feeling that more improvement and more careful study of programs has taken place in the four years since the general certification program was instituted than in the previous ten years. Another indication of the fact, that the involvement of the staff results in changes, is such that where changes had taken place in the total curriculum, such changes had occurred in those schools which had involved staff members from the subject-matter departments in some manner in their program. The occurrence of these common elements is certainly an indication that one of the best ways to get a total staff to thinking about the problems of teacher training is to involve them in a good follow-up program requiring personal visitation and conferences with the individual teachers.

Changes in the curriculum of education courses.
It is the feeling after reading the various reports that all institutions have changed their courses to some extent as a result of information received through follow-up. However, three schools specifically mentioned making a change in the content of required courses or a change of emphasis. Other changes on the undergraduate level included the requiring of courses in reading and arithmetic by two schools. One school indicated they added art and music. Another school indicated they required all their prospective teachers to take a course in reading. Another had attempted to give more practical methods to the secondary teachers who were having the student-teaching experience on the elementary level. Another school had experimented with independent study following a student-teaching experience. They also had developed a program of re-orientation during this period to prepare them for their second student teaching experience. One school pointed out that at the present time their whole professional sequence was being reviewed, looking toward possibilities of revision. It was also apparent in many cases that individual courses had been altered where the instructor had received new insights through his visitation.

Two schools mentioned that some of their greatest changes had come in their summer programs. One school has embarked on an intensive program of workshops including reading on the secondary school level, language arts, social studies, science and work with exceptional children.

Changes in the total program of the student outside of education included a statement from one school that their "faculty was greatly impressed by the broad training needed for the teacher." Another school stated that many new courses were introduced in the undergraduate program. A third is planning a general science course for those teachers taking the elementary option.

Professional laboratory experience. Seven changes in the area of professional laboratory experiences were indicated. Many of these were rearrangements in their student-teaching program. One school moved student teaching to the last semester of the junior year and provided a second student teaching experience for those who felt they needed it. Another had re-organized student teaching to include six weeks student teaching, a period of study and re-orientation, and a final six weeks of student teaching. A third rearranged its program so that teaching on the less preferred level provided much more time in working with individual children while the experience on the preferred level stressed classroom teaching. A fourth had provided laboratory work in connection with all the basic education courses and developed two student-teaching experiences. A fifth had stated that their professional laboratory experiences were improved both in their participation of students and in the student-teaching experiences.

Counseling. There were four specific suggestions mentioned in the area of counseling. One school stated that they developed ways and means for more close personal contacts in addition to personal correspondence. Another school stressed their more careful advisement of students because needs of individual students varied so greatly. A third had developed a more orderly fifth-year advisement plan. A fourth had developed specific recommendations for additional courses which students in Option I and II should take if they were going to receive positions in the elementary school. These courses included teaching of art, the teaching of music, and the teaching of reading. However, it was very clear from the other sections of the questionnaire that counseling had improved in all institutions. Much more careful

attention was being given to the planning of the needs of the fifth-year person. Some schools had rather a careful and detailed plan organized. Others hadn't reached that stage as yet.

The scheduling of summer session classes had been markedly changed in one institution.

7. Values which the institutions felt had accrued from the follow-up program.

An analysis of the items suggested under this heading included values to the institution, values to the first-year teacher, and values in school districts.

Values to the institution. Nearly all institutions commented on the closer relationship to the public schools which had been developed and commented upon the increased understanding of their own staff of the needs of the beginning teacher. A large per cent felt that the college teacher-training program had improved as a result. A comparable group mentioned further interest, insight, and participation by the subject-matter departments in problems of teacher education. The orientation of the staff to a wide variety of school situations was felt to be a result by two schools. Other items included a better utilization of the staff members in a more systematic manner, a general strengthening of the whole program, a realization that evaluation of their program is a continuous process, beginning teachers feel they belong to the institutions, members of the department work more as a team, and continuous self-evaluation by each staff member.

Values to the beginning teacher. The principle values to the beginning teacher were the specific suggestions for improvement as a result of visits. This was mentioned by practically all of the schools having individual visitation programs. Four schools felt that it was a definite boost to the morale of the first-year teacher. Better counseling with graduates and better planning with individuals for continued professional improvement were mentioned by three schools. Two schools felt that the fact students realized the continued interest of the institutions in them was of value. One school mentioned the development of better understanding between the beginning teacher and the school administrator. Another stressed that its program had prevented failure in some cases.

Values to the school district. The values to the school district included better orientation programs developed for beginning teachers, improvement of personnel programs and policy in the district and improved counseling by the administrator with the new teachers in regard to future professional development. It has become quite clear to many administrators that the teacher training process is not concluded when the teacher completes four years. They realize the responsibility which the individual school has to work continually on the improvement of the teacher's competencies and are assuming this responsibility. As a result the concern for and the developmental program with their first year teachers has greatly improved in many school districts.

The program has also resulted in the creation of an attitude on the part of the schools, State Department, and teacher-education institutions that all of us have a common and cooperative task to do. This was mentioned as a very distinct value by two institutions.

A careful study of the individual statements of values accruing as a result of the follow-up program is most convincing in terms of the worth of the program. As programs are improved, undoubtedly these values will even become greater.

8. Phases of the follow-up program which the institutions considered most important.

It was clear that the most important phase of the program is the individual visit and conference with the beginning teacher. This was mentioned by some six schools. All schools mentioning this had rather extended visitation programs. This agreement is an indication that where an institution has not developed such a program, it should give immediate and careful consideration to developing a personal visitation program. The next most important phase of the program seemed to be the planning for the fifth-year of college work, with such terms as "joint planning," "use of knowledge for better guidance," "individual conferences," indicating the value in this area. The next most important phase seemed to be improvement which had taken place in their teacher-education program. This was evidenced in such terms as "coordinating professional curriculum with school needs," "curriculum changes," "involvement of subject-matter departments," and "information for planning summer schools." One school stressed that one of the most important phases was the education of its own staff. Another

commented that "the wonderful thrill that comes to a visitor to see a successful teacher in action with whom he has had some responsibility in training."

9. Factors limiting the kind of follow-up programs the schools would like to conduct.

There is practically unanimous agreement that the greatest limiting factors were lack of funds for adequate follow-up programs and limited staff time. This was agreed to by all the schools but one. A third factor mentioned by many of the schools is the great distance from the institution of many of the first-year teachers. The average mileage which would be necessary to visit the beginning teachers would differ greatly from institution to institution. Some institutions place their teachers in their immediate geographical area to a large extent while others have a very wide coverage of the state. Additional limiting factors, each of which were mentioned by only one institution, included (1) unable to supply materials to schools which lacked them, (2) difficulty in reaching the new teacher at times which are convenient and helpful, (3) the inability of some beginners to recognize their own problems and know when they should seek help, and (4) obtaining competent staff. Their reply to this question is given below because it is felt that it has great significance to all of the other institutions.

"While we are far from content with the thoroughness of our operations, we are launched into essentially the kind of program we would like to conduct:

- a. We do not find costs excessive; in fact as judged by dividends the program is very economical.
- b. We have complete administrative support.
- c. With good planning an average of little more than two days away from the classroom on the part of the teaching faculty presents no serious difficulties. Resident students are not being neglected.
- d. The faculty as a whole believes in the enterprise. The result: genuine enthusiasm.

"This is not to say that we are smugly self-congratulatory or satisfied with all that has been and is being done with the results thereof. We would surely like to do a more thorough and reflective type of job. Basically, however, we are not contending with serious limiting factors."

APPENDIX C

Letter of Transmittal and Evaluative Criteria

PANHANDLE AGRICULTURAL AND MECHANICAL COLLEGE
Goodwell, Oklahoma
April 10, 1956

Mr. A. O. Martin
Placement Director
Oklahoma A. & M. College
Stillwater, Oklahoma

Dear Mr. Martin:

Within the past several years persons connected with and interested in teacher education have evidenced a concern for the problem of placement and follow-up of the graduates of the institutions offering teacher education. The Commission on Teacher Education and Certification in Oklahoma have realized the importance of this problem and the Executive Secretary has promised support of the Commission for a voluntary study of this particular nature since the Commission does not have a sufficiently staffed research section to carry on research of this type.

The study will attempt to ascertain the organizational and administrative patterns of placement and follow-up services and to identify the policies and procedures of these programs in the seventeen institutions in Oklahoma that have teacher education programs. Your cooperation is solicited in making such a study.

Evaluative Criteria, in the form of a check list for expediency and simplicity of response, are enclosed as a guide in responding to the study. Please take a few minutes of your time, today if possible, to complete this check list fully and accurately. A stamped, self-addressed envelope is enclosed for your convenience in returning this questionnaire. By doing this you will aid your profession greatly and at the same time provide information that may be of great value to our state education program.

The results of the study will be summarized and the information will be available to each institution as soon as the study is completed.

Sincerely,

Freeman McKee

EVALUATIVE CRITERIA FOR ASCERTAINING THE ORGANIZATIONAL AND
ADMINISTRATIVE PATTERNS OF PLACEMENT AND FOLLOW-UP
SERVICES AND THE IDENTIFICATION OF POLICIES AND
PROCEDURES OF THESE PROGRAMS IN OKLAHOMA

This check list is based upon the evaluative criteria developed by a commission evaluating teacher education in Pennsylvania in 1946. This commission was under the leadership of Dr. J. S. Butterweck of Teachers College, Temple University. The check list is designed in such a manner that it is well suited for the appraisal of teacher placement and follow-up programs in Oklahoma institutions having teacher education programs. Appraisals in each institution should be the responsibility of the person in charge of the teacher placement service. In institutions where the placement director is not administratively a part of the department of education, it is recommended that the person in that department who is most closely associated with teacher placement and follow-up work cooperatively with the placement director in responding to this check list.

In using this instrument, each item should be considered carefully and a decision reached concerning the extent to which the principle is operative within the institution. Please respond to each item. If any criterion is inapplicable in your particular situation, check accordingly. Please explain responses of this kind in the space provided at the close of each section.

I. Policies

1. The improvement of the educational structure of the region served is recognized as the primary function of the placement service.
2. Registration in the placement service is required of all graduates from the teacher education curricula and made available to all students in regular and summer sessions or extension classes.

Complete Compliance	Compliance to a great degree	Compliance to a moderate degree	Very little Compliance	No Compliance	Does not app'y

	Complete Compliance	Compliance to a great degree	Compliance to a moderate degree	Very little compliance	No compliance	Does not apply
3. Efforts are made to explain to the desirable candidates the difficulties they will encounter in securing positions.						
4. Efforts are made to find school situations where there is a reasonable hope that the less desirable candidates will succeed.						
5. The placement service is frank in advising prospective employers of the possible limitations of suggested candidates.						
6. Reasonable care is exercised to see that all material and testimonials are held in strict confidence.						
7. All requests for teachers are given reasonably prompt attention.						
8. The services are free of all costs to the registrants.						
9. Systematic efforts are made to instruct graduates in school law pertaining to contracts, salaries, tenure, and legal responsibilities and limitations of classroom teachers.						
10. Systematic efforts are made to instruct graduates in professional ethics.						

11. The placement director is given opportunity to share in the making of policies for admission and guidance of students.
12. The placement director is given opportunity to interpret to the members of the administrative and instructional staff the needs of the public schools.
13. The placement director is given opportunity to participate in curriculum revisions.
14. The placement practices fall within the accepted philosophic pattern of teacher education.
15. The placement practices are consistent with the stated philosophy of the institution.

Complete compliance	Compliance to a great degree	Compliance to a moderate degree	Very little compliance	No compliance	Does not apply

Notes or Explanations:

9. Office procedures include a definitely planned channel of procedure for routing requests for candidates.
10. Office procedures include a definitely planned system for interviews.

Complete compliance	Compliance to a great degree	Compliance to a moderate degree	Very little compliance	No compliance	Does not apply
		✓			

Notes or Explanations:

- 7. The plan for collecting the data includes a systematic procedure for sending blanks to staff members and other references, including check-up until they have been returned.
- 8. The plan for collecting the data includes easy access to the college records.
- 9. Provision is made for periodic revision of registrants' credentials.
- 10. The provisions for assembling data include a permanent folder.
- 11. The provisions for assembling data include availability of several sets of each candidate's credentials up-to-date at all times.
- 12. The provisions for assembling data include an effective system for filing and finding credentials.
- 13. The provisions for assembling data include confidential information for private use of the director and his staff.

Complete compliance	Compliance to a great degree	Compliance to a moderate degree	Very little compliance	No compliance	Does not apply

Notes or Explanations:

IV. Relations with Employing Officials

1. Bulletins are published describing the services of the placement office.
2. College publications describe the services of the placement office.
3. Systematic efforts are made to secure information concerning vacancies.
4. Facilities are ample for interviewing registrants, prospective employers and for prospective employers to interview candidates.
5. The interests of the school districts are protected by refraining from recommending teachers under contract within thirty (30) days of the opening of school.

Complete compliance	Compliance to a great degree	Compliance to a moderate degree	Very little compliance	No compliance	Does not apply

Notes or Explanations:

- 8. Funds are provided to pay the expense of staff members engaged in the follow-up program.
- 9. Systematic efforts are made to keep experienced teachers interested in professional advancement.
- 10. The placement director participates in the follow-up program.

Complete compliance	
Compliance to a great degree	
Compliance to a moderate degree	
Very little compliance	
No compliance	
Does not apply	

Notes or Explanations:

VI. Research

- 1. The placement director conducts research on the analysis of calls to determine trends in demand from year to year.

Complete compliance	
Compliance to a great degree	
Compliance to a moderate degree	
Very little compliance	
No compliance	
Does not apply	

Notes or Explanations:

APPENDIX D

Checksheets and Follow-up Information

Used by Oklahoma Institutions

The Department of Education at Panhandle A & M College desires your candid reaction to the items listed below. This form is a follow-up for graduates who are teaching and is intended as an instrument for possible service to you in the future as well as a guide for improving the preparation of prospective teachers now in training. The information will be treated professionally and will not become part of your permanent record here. Thank you for this contribution to the teaching profession.

Please rate the following factors as sources of difficulty for you during the present school year: (check one for each item).

Degree of Difficulty

Experienced

Very

High High Average Slight None

1. Your mastery of subject matter
2. Methods and techniques of teaching
3. Classroom organization and management
4. Classroom morale and control
5. Ability to get along with colleagues
6. Community relationships
7. Extra-curricular duties
8. Teaching load
9. Understanding of and interest in pupils
10. Your teaching personality
11. Competency in English expression
12. Administrative support
13. Leadership and resourcefulness
14. Relationships with parents
15. Adequacy of library and other sources of materials
16. Understanding of educational philosophy and objectives
17. Your general knowledge and culture
18. Other _____

Comments: _____

Signature _____ Address _____
Position _____ Date _____

The Department of Education at Panhandle A & M College desires to have information concerning the work of the following individual as a teacher in your school system.

We shall appreciate it if you will give us the information asked for below. This form is a follow-up for graduates who are teaching and is intended as an instrument for possible service to them in the future as well as a guide for improving the preparation of prospective teachers now in training. The information will be treated professionally and will not become part of the teacher's permanent record here. Thank you for this contribution to the teaching profession.

Name of Teacher _____
 Location _____ Annual Salary _____
 Subjects or grades taught or teaching _____

- | Qualities | (Check) | Superior | Good | Average | Fair | Poor |
|--|---------|----------|-------|---------|-------|-------|
| 1. Personality, Appearance, Forcefulness | _____ | _____ | _____ | _____ | _____ | _____ |
| 2. Mastery of Subject Matter | _____ | _____ | _____ | _____ | _____ | _____ |
| 3. Dependability | _____ | _____ | _____ | _____ | _____ | _____ |
| 4. Understanding of and Interest in Students | _____ | _____ | _____ | _____ | _____ | _____ |
| 5. Ability to Instruct | _____ | _____ | _____ | _____ | _____ | _____ |
| 6. Competency in English Expression | _____ | _____ | _____ | _____ | _____ | _____ |
| 7. Ability to Control | _____ | _____ | _____ | _____ | _____ | _____ |
| 8. Sincerity of Purpose | _____ | _____ | _____ | _____ | _____ | _____ |
| 9. General Culture | _____ | _____ | _____ | _____ | _____ | _____ |
| 10. Leadership, Initiative, Resourcefulness | _____ | _____ | _____ | _____ | _____ | _____ |
| 11. Character, Standards, Ideals | _____ | _____ | _____ | _____ | _____ | _____ |
| 12. Value in Co-Curricular Program | _____ | _____ | _____ | _____ | _____ | _____ |
| 13. Ability to get along with Colleagues | _____ | _____ | _____ | _____ | _____ | _____ |
| 14. Contribution to the Welfare of Community | _____ | _____ | _____ | _____ | _____ | _____ |
| 15. General Rating | _____ | _____ | _____ | _____ | _____ | _____ |

Comments:

Signature _____ Address _____
 Position _____ Date _____

OKLAHOMA A. AND M. COLLEGE
Stillwater, Oklahoma

February 15, 1956

To School Officials:

This office will appreciate it very much if you will fill out and return the enclosed report relative to the teacher whose name appears on the form, and who, according to our records, is a beginning teacher in your school system.

If you would rather write us about this teacher than fill out the report form, this will be quite satisfactory.

Thank you very much for giving your time to this important matter and for the prompt return of the form in the enclosed reply envelope.

Sincerely,

OKLAHOMA A. AND M. COLLEGE

A. O. Martin
Director Placement Bureau

AOM:dn

Enclosure

FIRST-YEAR TEACHER REPORT

CONFIDENTIAL REPORT CONCERNING _____

Grade or subject assignment _____

1. Please evaluate this teacher by placing a check mark (x) at the appropriate place on the following scale. Consider the teacher on a comparative basis in terms of other beginners.

Definitely
a failure

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Outstandingly
successful

2. If this teacher has any traits or attitudes or abilities you would characterize as strong, please explain them here.
3. If this teacher has any traits or attitudes or abilities you would characterize as weak, please explain them here.
4. If you have detected anything in the work of this teacher which you think might be traced to inadequacies in the training or preparation of this teacher, please explain here.
5. If you have detected anything in the work of this teacher which you feel may be traced to strong points in the training or preparation of this teacher, please explain here.

Signature _____ Position _____

Address _____ Date _____

VITA

Johnny Freeman McKee

Candidate for the Degree of
Doctor of Education

Thesis: A CRITICAL EVALUATION OF THE ORGANIZATION AND ADMINISTRATION OF PROGRAMS OF PLACEMENT AND FOLLOW-UP IN OKLAHOMA INSTITUTIONS THAT HAVE TEACHER EDUCATION PROGRAMS.

Major Field: Educational Administration

Biographical:

Personal data: Born near Rocky, Oklahoma, December 30, 1916, the son of Ernest Polk and Nellie Mae McKee.

Education: Attended grade school in Dill City, Salem, and Cordell, Oklahoma; graduated from Rocky High School in 1934; received the Bachelor of Science degree from the Panhandle Agricultural and Mechanical College, with a major in Social Science, in May, 1938; received the Master of Science degree from Oklahoma Agricultural and Mechanical College, with a major in Educational Administration, in August, 1941; completed requirements for the Doctor of Education degree in August, 1956.

Professional experience: Taught in the public schools of Oklahoma from 1938 through 1942; served in the United States Air Forces from 1942 through 1945; taught at Panhandle Agricultural and Mechanical College from 1946 to 1948; served as superintendent in the public schools of Oklahoma from 1948 through 1952; since 1952, except for one year in private business and one year as a teaching fellow in the Education Department, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, has been teaching at Panhandle Agricultural and Mechanical College, Goodwell, Oklahoma.