

of SUNTEP faculty will never be totally cut and dried. They will always be shifting as experience is gained and as personnel change. The coordinator should take a leadership role in helping SUNTEP faculty upgrade their skills and qualifications so that they will be better prepared to accept new role definitions and provide continued academic and professional credibility for the program.

SUNTEP and the School Boards

We have already discussed the relations between the SUNTEP centres and the teaching profession in regard to the internship experience. In this section, perhaps one of the more speculative ones in this report, we wish to explore the relationship between the boards and the graduates of the SUNTEP program.

Throughout the time we have spent on this study, we have been somewhat perplexed by the indistinct way in which the "urban" component of the program has been translated into action. In this section we wish to examine some aspects of the "urbanness" of SUNTEP and to suggest ways in which it might be enhanced.

Do SUNTEP Graduates Intend to Teach in Urban Centres

Somewhat to our surprise, we found that when we asked this question of students and faculty members, not much thought had been given to it previously. When students did stop to think about it, their answers seemed to depend on their own personal situation rather than on any strong commitment to an urban aspect of the program. So, if a student came from an urban environment, then it was likely that he or she would want to teach in such a situation; if the student came from a small

northern community, then it was quite likely that he or she would want to teach in that kind of a community upon graduation. We also found that no one was very concerned about this state of affairs. No pressure was placed on the students to stay in an urban environment upon graduation, although all the faculty members we spoke to felt that it would be unlikely for SUNTEP students to want to teach in areas where there were no Metis or non-status Indian students. Pressure could be applied to students, no doubt. The need for SUNTEP teachers in urban situations could be emphasized throughout the length of the programme; courses in urban studies could be incorporated. The pressure could even be contractual: for example, the Canadian Armed Forces will pay for up to four years of university education for required professionals such as doctors and dentists with the firm commitment that once such students have graduated, they have to serve in the Forces for four years before their obligation has been repaid. We are not saying that we advocate such binding arrangements with SUNTEP students, but we are saying that there are precedents for using funding mechanisms in order to supply specialists in vacant positions. Any such initiative would only be appropriate if the urban component of SUNTEP were deemed to be a more vital need than it currently is.

SUNTEP and the Urban School Boards

This lack of commitment to the cause of developing a cadre of specifically urban native teachers spilled over to some of the school board personnel with whom we had extended discussions. There was no commitment on their part to employ SUNTEP students simply because they were SUNTEP students. In other words, there was no feeling that such an

affirmative action move would be appropriate in their situation. Of course, they were well disposed towards hiring excellent teachers, and if SUNTEP could produce any of those, well, they would be willing to give them a fair shake. In the light of such a weak commitment to the affirmative action hiring of SUNTEP students, perhaps it is not surprising that SUNTEP itself does not stress the urban nature of the program. We may be indulging in wishful thinking, but it does seem to us that this issue of supply and demand, of training a special type of person and of finding a niche for that person, is worthy of further exploration. We would like to see it carried on in the future.

Recommendation #9

That SUNTEP faculty (perhaps the Director) initiate discussions with the urban school boards in the province to gauge the extent of the commitment of the boards to employing SUNTEP graduates, and to work to maximize such commitment.

One thing we found for sure: a mandated action program would be counterproductive. When we asked principals how they would feel about having to accept a SUNTEP graduate in their school because of a quota system such as "one SUNTEP teacher per X percent of Metis and non-status Indian students," they were very negatively disposed. They were firmly in favor of their boards hiring good teachers to serve as role models and as experts in cross-cultural skills, but their resistance to any form of affirmative action quota system was adamant.

Our overall reaction to the relationship between SUNTEP and the school boards was that it was concentrated chiefly upon the placing and support of interns and the other school-based student activities. We were disappointed to find how little the boards had been involved in the

development of SUNTEP program and how little their views were solicited in the evolution of the program. We felt that if only the school boards could be made participants in the SUNTEP program, either formally or informally, they would be much more receptive to the hiring of SUNTEP graduates. School boards currently see SUNTEP students merely as students to be placed in schools and only incidentally as potential members of their systems. We have noted some instances where these connections are starting to be made and we would encourage all participants in SUNTEP, from the director to the students, to work towards developing this long-term relationship with the school boards in their localities. We hope that they will explore all sorts of ways whereby the relationship between SUNTEP students and the Boards could be fortified. As one example, could school boards sponsor one or two students in their fourth year, perhaps in exchange for a commitment from the intern to teach with that system for a minimum amount of time?

II:3 The SUNTEP Courses of Study

The course of studies is the embodiment of the goals, objectives and philosophy of SUNTEP. It is the vehicle by which the director, coordinators, instructors and others attempt to satisfy the needs of the Metis and non-status Indian community as they relate to the provision of an affirmative action initiative in one area of higher education. There is no question in our minds that a program such as this is necessary in order to begin to satisfy the desire of a distinctive and hitherto disadvantaged cultural group to be represented in the vital profession of teaching. As one of the students told us:

If people want to be honest about education and the people involved in education, particularly Metis people and non-status, we are dealing with people who have been ignored basically for a long time. These people require, I feel, a great deal of understanding and encouragement and let's face it, you're not going to get it on campus.

We also believe that similar programs are needed in social welfare, such as is already in place at the Winnipeg Education Centre, engineering and technical education, the former already underway in Alberta and the latter slated to begin on the Thunderchild Reserve near Turtleford, Saskatchewan.

The Courses of Study

In this chapter we examine the SUNTEP course of study or, as it is more accurate to say, three courses of study, since each of the three centres has been given a free hand to the extent that this is possible.

In general, the course requirements at Prince Albert and Saskatoon have followed the pattern of the elementary teacher education program at the University of Saskatchewan and the course requirements at Regina SUNTEP follow the pattern of the elementary program at the University of Regina.

Comparison with ITEP and NORTEP

ITEP and NORTEP basically follow the University of Saskatchewan course pattern. Some of the different requirements derive from the different needs and hence different objectives of the program. NORTEP students take a compulsory Introduction to Cree or Dene course and a course in the Methods of Teaching Exceptional Children which students in the other programs do not, and ITEP students are unique in that they take courses from the Department of Indian and Northern Education at the University of Saskatchewan. In all cases, the use of what are normally elective slots in the traditional program is consistent with the special missions of the program.

Comparison of the SUNTEP Course of Studies With
Regular University Elementary
Teacher Programs

According to the SUNTEP handbook there are five components unique to the SUNTEP course of studies. These are (1) Native Studies courses, (2) Cross-cultural education courses, (3) one education elective which has a language emphasis, (4) field-based throughout each of the first three years, and (5) orientation component in English and Mathematics skills. Apart from these components, the SUNTEP course of studies corresponds as closely as is feasible to that of one of the two provincial universities.

Saskatoon and Prince Albert Centres

These centres modeled their course of studies on that of the University of Saskatchewan. In Table 5 the regular course of studies of the University is displayed, along with that of the Saskatoon and Prince Albert centres. The dotted lines identify some of the courses which are offered in different years in the SUNTEP course of studies than in the University of Saskatchewan one. As one views these lines, one can see that the diagonals which move upward across the page from left to right represent those courses in the SUNTEP program which have been brought forward from their position in the regular course of studies. The diagonals which descend upon crossing the page represent those which have been deferred in the SUNTEP course of studies. In general, it is education courses which are brought forward and Arts and Science courses which are deferred. There are several reasons why this approach has been taken: one is that the education courses are more easily fitted into the context of what the centres are trying to treat as a high priority (develop communication skills, enhance student self-confidence, provide experiences for students in the schools, etc.). Another reason is that the content of the Arts and Science courses tends to be somewhat daunting to SUNTEP students who have perhaps had an inadequate high school preparation or whose study habits are rusty.

During our interviews with students, we found that the Arts and Science courses, which they took after their internship experience in the third year, were proving to be a source of many difficulties. When we talked with supervising teachers of SUNTEP interns, we noted that a frequent comment was that they were less adequately prepared, academically, than students coming from the normal program. It was for this reason

Table 5

Comparison of University of Saskatchewan Elementary
Teacher Course of Studies With Those of SUNTEP
Saskatoon and SUNTEP Prince Albert

	University of Saskatchewan Four-year B.Ed. Elementary Program		SUNTEP Programme Saskatoon and Prince Albert	
Year 1	Educ	100.6	Educ	100.6
	English	110.6	English	110.6
	Psych	110.6	NatSt	100.6
	Math	102.6	EdInd	257.3
	A Natural Science		EdPsy	251.3
			EdCur	271.3
			EdCur	250.3
			*Math and English Skills	
Year 2	EdPsy	251.3	EdCur	210.3
	EdPsy	255.3	EdCur	220.3
	EdCur	210.3	EdCur	280.3
	EdCur	220.3	EdCur	240.3
	EdCur	271.3	EdPsy	255.3
	EdCur	240.3	EdInd	360.3
	EdCur	280.3	*Educ	220.0
	*Educ	220.0	NatSt	200.6
	A Social Science			
	An Academic Elective			
	An Education Elective			
Year 3	EdAdm	321.3	EdAdm	321.3
	EdFdt	320.3	EdFdt	320.3
	EdArt	100.2	A Social Science	
	EdMus	100.2	A Natural Science	
	EdCur	250.3	A Language Teaching Class	
	EdExc	250.3	An Education Elective	
	An Education Elective		Internship	
	Internship			
Year 4	1 Education Elective		1 Education Elective	
	2 Open Electives		2 Open Electives	
	2 Arts and Science Electives		2 Arts and Science Electives	

* Non-credit courses

that we recommended in the chapter on the SUNTEP students that the internship should be delayed until the fourth year of the students' program.

The only compulsory course of the University of Saskatchewan course of studies which does not appear in the SUNTEP offerings is Math 102.6. SUNTEP faculty to whom we talked felt that this particular course was inappropriate for the needs of elementary teachers, since it tended to concentrate on higher mathematical skills such as calculus. We are not altogether comfortable with the deletion of this core course (although of course it can be taken as one of the academic options) but we do feel that if a course had to be deleted, then this was the obvious candidate. At such time as the University of Saskatchewan develops a mathematics course designed to meet the needs of prospective elementary school teachers, we would encourage SUNTEP to include it in their program.

Some students at the Prince Albert centre regretted that their choice of electives was necessarily restricted by the logistics problems of bringing in instructors to teach courses. They appreciated that the SUNTEP faculty made an effort to accommodate the needs and interests of the majority of the students, but they still felt that they would enjoy being able to choose from a greater selection. Given the geography of the situation, we see no way out of this dilemma, except for the student to wait with the desired courses until he or she is attending the university and is thus in a position to follow his or her own interests.

The only other major difference we see between the University of Saskatchewan program and the Saskatoon and Prince Albert course of studies is in the matter of the areas of concentration. In the regular program the student, so that he or she may specialize in areas of special interest, is required to develop two areas of concentration. In the

SUNTEP variant, one of these areas is prescribed and the other one is left up to the student to decide. The prescribed concentration is that of native studies. Given the nature of the SUNTEP program, we feel quite at ease with this lessening of the students' freedom of choice; indeed, we feel that this concentration is an integral part of any program which espouses the objectives of SUNTEP.

Regina Centre

Table 6 compares the University of Regina elementary teacher program with that of SUNTEP Regina. The University of Regina regular elementary teacher education program is not as tightly constrained as the University of Saskatchewan counterpart, but once again we find that, apart from the Native Studies offerings, the academic components (which occur in the first year of the regular program) are deferred until later in the SUNTEP course of studies. The same arguments apply to the sequencing of courses in this program as did to the Saskatoon and Prince Albert courses of study: now that the fourth year is mandatory for teacher certification, we strongly recommend that internship should be deferred until the fourth year.

Other Elements of the Course of Studies

The course of studies is not only a set of formal courses, but it is made up of all the experiences students undergo. It consists of field experiences, workshops, special programs and lectures, and informal interaction such as that which takes place in SUNTEP centres. It is influenced by the centre staff, instructors, supervisors and fellow students. We turn now to a discussion of some of these additional, but no

Table 6

Comparison of University of Regina Elementary Teacher
Course of Studies With That of SUNTEP Regina

	University of Regina B.Ed. Programme	SUNTEP Regina
Year	EDGEN 126.4	EDGEN 126.4
1	6 Introductory Academic Courses	EDGEN 116.4 NatSt 100.6 DRAMA 176.4 Cross-Cult 178.4 PHYSED 152.4 2 Electives
Year	EDGEN 226.3	EDGEN 226.3
2	EDART 218.2 EDHPE 218.2 EDLNG 218.2 EDMTH 218.2 EDMUS 218.2 EDRNG 218.2 EDSCI 218.2 EDRDG 228.3 EDPSY 206.4 3 Specialization Electives	EDRDG 218.2 EDHPE 218.2 EDLNG 218.2 EDART 218.2 EDRDG 228.3 Cross-Cult 228.3 EDPSY 206.4 NatSt 200.6 1 Specialization Elective 3 Open Electives
Year	Internship	Internship
3	EDPSY 223.4 3 Specialization Electives	EDPSY 223.4 Cross-cultural Methodology 2 Specialization Electives
Year	1 Academic Course	"Remaining required and elective courses"
4	4 Specialization Electives 1 EDFDN Course EDPSY 220	

less important, elements of program.

Field Experiences

The present emphasis on field experiences in each year of the program must be maintained, but that provision alone does not guarantee success. A carefully articulated chain of events must be orchestrated if maximum benefits are to be derived from the field experiences. The benefits to SUNTEP students of participating in school-based experiences in their first year include: making real the abstract pedagogy concepts of their education courses, allowing them to experience what it feels like to be "on the other side of the desk" (this is especially important both for older students who have been out of school for many years and for students who may not retain very positive memories of their own years in school), and affording an opportunity to use the classroom as a laboratory to promote cross-cultural skills. There are risks, too. In the regular program at the University of Saskatchewan the school-based experiences in the first year are far less adventurous than those of SUNTEP, in part because of the hazards to good relations between the schools and the university caused by untrained students feeling their oats. We have two recommendations designed to ensure that the school-based experiences proceed fruitfully and harmoniously.

The field experience and the introduction to teaching theory courses (Ed Stud 100, 200; Ed Gen 116, 136, 226) must be closely tied together.

Recommendation #10

That faculty members who teach the introductory courses supervise the field experiences in the first three years of the programs.

This recommendation recognizes the disappearance of the three-year certificate in December 1984 and assumes our recommendation that the extended practicum be moved to year four.

It also builds on the recommendation in the chapter on the SUNTEP Centres which advocated that the SUNTEP faculty members who teach these courses should be encouraged to obtain the appropriate educational qualifications and experiences.

Since we found evidence of less than adequate contact with directors, principals, and supervising teachers about the field experience arrangements and the unique nature of the SUNTEP program, we recommend

Recommendation #11

It shall be the responsibility of the coordinator at each centre to make contacts and handle public relations to ensure a productive working arrangement with the schools and other institutions involved in the field experiences.

Despite some of the problems which surfaced, we strongly support the initiatives taken by SUNTEP in expanding the early school-based experiences. It is an instance of genuine leadership in this area, consonant with the needs of a unique group of students.

The students we talked to lauded their field experiences, too. They often recalled the emotional residue rather than specific skills learned or applied. As well as recognizing positive images of themselves as teachers beginning to form, they also learned much about schools, the school system, and teachers. Said one Regina student (underlining the need for careful selection of cooperating teachers):

I had a tremendous personal relationship with the teacher. He gave me free rein, he challenged me, he gave me as much help as he could and he really helped me become a more complete teacher. He really made me grow.

When asked what they remembered about their field experiences, the positive references to skill development, teachers, schools and children outweighed the few negative references. Regarding the process of orienting student teachers, one student put it this way:

We have to learn to get along with the other students [non-natives] since we are going to be teaching alongside them . . . and the more they know about us the more we can inform them about native people, to their benefit. And to have a separate OCRE [preparation workshop] is silly.

We endorse the recommendations concerning field experience and supervision outlined in a memorandum to coordinators and staffs from the SUNTEP Director on February 16, 1983.

Native Studies and Cross-Cultural Emphasis

The courses in Native Studies (from the University of Saskatchewan) and cross-culture have been among the most successful elements of the program, especially the course developed by Sherry Farrell. Many of the Metis and non-status Indian students entered the program with a negative self-concept and low success story. The course of studies seems to have succeeded in building confidence in many students. Perhaps this statement from a student will help us emphasize the gravity of the situation which is the raison d'être of SUNTEP.

Before I started I was at that point [unwilling to admit I was native]. I was at a point where I'd find myself becoming racist against my own people. I was putting down my own mother and my own father. I had no way of defending my culture because I had never learnt about my culture.

Other students attest to the kind of growth which perhaps should characterize all teacher education programs.

I've evolved thinking-wise . . . I can see a lot of majority and minority groups now where before I could only see two.

It's really helped me not to have a racist attitude, you know, not to hate white people, not to hate anybody because they're all people.

One Saskatoon student offered another view:

They emphasize too much on Indians in first and second year . . . They didn't relate it to other . . . there were different types of other people, I'm sure!

One cooperating teacher described her intern as not well-prepared academically or in lesson planning, but superior to other students in hunger to learn and growth during the experience. She also described her as more tolerant and patient with children of different cultural backgrounds allowing them longer time to assimilate experiences. Another teacher told us that her intern "knew where Indian children were coming from."

Native Studies courses seem to have been effective in assisting those students who face an identity crisis early in the program and cross-cultural courses present a theoretical viewpoint which is in keeping with the unique mission of the program.

Emancipation

It is ironic that the support system--that outstanding feature of SUNTEP which has been remarkably effective in nurturing many students with low self-concept so that they become successful in the program--may also, like a drug, produce over-dependence. To the personnel of the centres falls the important task of developing student independence through changing their relationship with the students from a maternal one to that

of a professional partnership. We have found that some students have great difficulties with the demands of upper-level Arts and Science and Education courses. These difficulties can be compounded by a sense of isolation that can affect SUNTEP students when they find themselves outside the support system of familiar instructors and SUNTEP-only sections. We feel that SUNTEP faculty will need to be adroit in providing just the right amount and kind of support to enable SUNTEP students to handle the pressures of upper-level academic courses. We see the faculty support changing from being at the level of substantive help with subject matter to the level of "moral support"--a friendly face when the going gets tough. Now is the time for faculty to plan this transition, especially in the case of the Prince Albert centre. Our recommendation to move the extended practicum or internship to the fourth year facilitates establishing the third year as a content year. This year will not only help ameliorate the deficiencies in academic background of some of the students, but will allow a sufficient period of time for the weaning process to take place.

Recommendation #12

That SUNTEP faculty plan the nature of the support structure for students in their academic year so that it provides the necessary support for students who may find difficulties with the upper-level university courses but at the same time encourages the growth of the student towards independence and professionalism.

Academic Upgrading

An essential contribution made by the centres through their staffs involves upgrading or updating, especially in the areas of Math skills and English skills and in related areas of study skills. Many students,

especially those entering the program through adult admissions, benefit from these special courses. We found that not only did these courses assist the student enormously, but they also led to a productive working relationship between the SUNTEP staff and students. We strongly endorse this component of the program. However, the programs of elementary education students cannot possibly cover all topics such as art, music, drama, outdoor education, special education, computer literacy, and others. We cannot recommend that other components or modules be added to the SUNTEP program, on a compulsory basis, since every semester of the school year is already full, and some students suffer from stress and overwork now. A most impressive offering of academic and professional support modules for this purpose has been created by ITEP. We do recommend that one of the qualifications of centre staff be the capability to organize and, if possible, teach updating courses.

The Urban Nature of the Program

In the chapter on the SUNTEP centres we expressed our mystification at the paucity of attention received by the "urban" aspect of the program. One of the SUNTEP program objectives is "to ensure that people of native ancestry are adequately represented in urban teacher education positions." From a program point of view, we feel that if these students are to be specially prepared for urban teaching positions, perhaps Urban Studies should be an essential part of their program, as it is in the program of the University of Manitoba at the Winnipeg Education Centre. We wonder whether the Educational Administration compulsory course at Saskatoon and Ed Gen 126 at Regina adequately deal with urban concerns. If the SUNTEP students are not destined to teach in urban areas, then we feel that some

serious analysis of SUNTEP goals needs to be undertaken. We were not overly impressed by the response of one faculty member who brushed aside our examination of this issue by saying:

"Urban" has been defined as any collection of people. Urban has almost come to mean someone who will have to teach in a regular school as opposed to band-controlled schools.

The SUNTEP Philosophy and Objectives

In this section we comment briefly on how we feel the SUNTEP course of studies is achieving the formal objectives of the program.

1. To ensure that people of native ancestry are adequately represented in urban teacher positions.

The program is certainly well on its way towards preparing students who can be represented in urban teacher positions; as we have pointed out in the chapter on the centres, we feel that more could be done to ensure that these people will be represented.

2. To provide native teachers who are more sensitive to the educational needs of native students and who will serve as models for both native and non-native students.

We have some evidence from students and cooperating teachers that the SUNTEP program, and in particular the Native Studies and Cross-cultural courses, are indeed producing native teachers who are more sensitive to the educational needs of native students. We were also impressed by the overwhelming sense of pride in their cultural heritage exhibited by the SUNTEP students at all three centres in the program. We have found evidence, too, that some SUNTEP interns were serving as powerful role models for both native and non-native students.

3. To train and graduate students of native ancestry as fully certified teachers.

We endorse wholeheartedly the SUNTEP position that their students should receive and succeed in an equivalent course of studies to that of regular students. We have no doubt that this is the only way to achieve this particular objective, and incidentally to ensure the success of the program in the eyes of the teaching profession.

4. To develop and support structures and processes which lead to the development of self-determination for Metis and non-status people.

SUNTEP probably achieves this objective more by example than by direct action. The fact that the program is administered by the Gabriel Dumont Institute and that the AMNSIS locals have a degree of input into the selection of students for the program contribute to achieving this objective.

5. To provide a leadership role and instil a sense of pride and responsibility in Metis and non-status people.

It is premature to assess the extent to which SUNTEP graduates will take this leadership role.

6. To develop unique and alternative learning experiences, methods, and processes which will develop critical, knowledgeable, and inquiring teachers.

We have found evidence that this objective is being met, at least in part. The offering of courses in the SUNTEP centres or in classes composed exclusively of SUNTEP students sets the stage for the confrontations and discussions which go to developing critical and inquiring teachers. SUNTEP students and counsellors report that group learning and peer

assistance are learning strategies which are being utilized profitably because of the centre-based organization. We feel, too, that the school-based experiences of the first and second years, which are more intense and practical in nature than those of the regular programs, contribute in significant measure to developing an ease with and skills in the arts of teaching.

The SUNTEP philosophy. In the draft copy of the Information Handbook (being prepared for SUNTEP by its director), there is a statement of some seven parts spelling out elements of the philosophy of SUNTEP. These statements commit SUNTEP to developing skills, knowledge and attitudes in the students who come to them. Since the courses of study are basically the Saskatoon and Regina courses of study, SUNTEP will be effective to much the same extent that the university programs are effective. The SUNTEP statements could be found in some guise in the teacher education handbook of any university. The one exception refers to instilling a sense of pride and responsibility for themselves as individuals belonging to a unique and distinctive cultural group. We are satisfied that this objective is being at least partially reached, and have so written in this document.

II: 4 The SUNTEP Organization

*with
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Organizations in General

We all devote a large portion of each day to our role as individual members of organizations. These organizations include basic units such as the family, taken-for-granted operations such as traffic control, voluntary memberships in recreation or cultural groups, and more complex organizations such as our places of employment. Some basic understanding of organizations is essential to our general well-being and it is the foundation upon which continuous, internal evaluation of organizations in general is presented before the organization of SUNTEP is examined.

Why Do We Have Organizations?

The need for organization is illustrated in the novels Animal Farm by George Orwell and Lord of the Flies by William Golding. In these stories the need for agreement about action to be taken, for leadership, for authority and for people to do different tasks was clearly apparent. In our everyday life we see the need for families to be organized regarding basic needs such as buying groceries, getting supper and doing dishes. By thinking about organizations around us we can see that we are organized so that things can be accomplished by people working together that could not be achieved by anyone working alone. There is a sense of

common purpose and working together.

What Are Organizations?

A generally accepted definition of an organization is that it is a social unit deliberately constructed and reconstructed to achieve specific goals. It is important to realize from the definition that, since organizations are created and recreated, they come and go and change. An example of a new organization is the one co-op members formed in order to influence the present strike. The SUNTEP is a relatively new organization. Organizations that have recently been discontinued include the Saskatchewan Land Bank, the Universities Commission and several daily newspapers. Changes in passenger rail service, in the operation of service stations and in educational organizations are apparent to everyone.

It should be noted, as well, that organizations are established to achieve specific purposes. If these purposes are not clear and generally supported, the organization gets into serious difficulty. Home and School Associations typically have difficulty in establishing goals. Some organizations, such as the Red Cross which switched from preparing bandages during the war to operating a blood transfusion service, change goals effectively. For some organizations, such as Eaton's, goals are clear and, for others, such as an elementary school, goals are difficult to define.

The point to be emphasized is that organizations are not fixed entities beyond the influence of people. They are dynamic creations of human beings. Among the most influential people in organizations are administrators whose task is to procure and make effective the human and material resources necessary to accomplish the goals of organization.

What Do Organizations Need?

In addition to a common purpose, organizations require communication and people who are willing to serve. Communication and willingness to serve are usually problems for organizations such as student unions and volunteer community groups. All three aspects--purpose, communication, and willingness--can be noticed as crucial to the Canadian Armed Forces, the United Nations, the Big Sisters' Association and SUNTEP.

Successful continuation of organizations requires efficiency and effectiveness. Efficiency refers to the feelings of people within the organization--it is often called morale. It is clear from recent interviews that the efficiency of the Toronto Blue Jay club is now very high but that efficiency in many schools, as reflected by teacher stress, is dangerously low. Effectiveness is how well an organization relates to the larger environment of which it is a part. Business organizations must be effective or they lose customers and leave the scene. The Chrysler Corporation and Massey Ferguson have had problems in this area! Closer to home abortion clinics, day care centres, and the Women's Christian Temperance Union are struggling for survival.

The points above, and others regarding needs of organizations, can be summarized best in point form:

1. In order to be created, organizations require common purpose, communication and people willing to serve the organization.
2. In order to continue existence, organizations must also be efficient in meeting needs of people and effective in relating to the larger environment. More specifically, there must be:
 - a) security in the presence of forces from outside the organization,

- b) stability in lines of authority and communication,
- c) predictability of informal relations, and
- d) continuity in policy and its sources.

What Do People in Organizations Need?

This topic, part of the notion of efficiency, deserves special attention because of increasing concern about job satisfaction, quality of work life and stress. When an individual becomes involved with an organization she or he may gain success, money, and friendships at a cost of effort, reduced autonomy and pressure. Consider, for instance, a member of a hockey team. There is opportunity to demonstrate skills, to make friends and to win a trophy in return for giving up evenings to practice, for conforming to wearing a uniform, for suffering embarrassment when mistakes are made in public, and for accepting the authority of the coach and the referee. Similarly, in an educational organization teachers and students give up some autonomy and endure some pressure in return for opportunities to learn, to earn money, to make friends and to feel satisfaction. Studies indicate that people within organizations need recognition, participation, self-respect and security if they are to willingly sacrifice the loss of autonomy that belonging to an organization requires. It is beyond the scope of this chapter to go into human needs and characteristics in any more detail.

What Are Some Characteristics of Organizations?

Organizations, like people, have characteristics which were present from the time of creation or which were acquired during life. In the literature organizations are commonly categorized into two groups and

this is the underlying design of Table 7 which shows characteristics attributed to each type of organization. Educational organizations such as SUNTEP are generally described in the right-hand column and the reader is asked to decide to what extent the characteristics listed do apply and if other important characteristics of SUNTEP have been omitted from the table. Consider the table as a worksheet.

Characteristics of organizations deserve a good deal of emphasis because it is believed by authorities today that behavior within organizations can, to a large extent, be attributed to characteristics of the organization itself. Several writers have elaborated upon characteristics of educational organizations and some important points are listed below:

1. Goal ambiguity is viewed as an increasingly serious problem in the light of a rapidly-changing and increasingly-diverse society.
2. Input variability makes comparison among the SUNTEP centres difficult because, while budgets may be compared, there are different students and staff in each location.
3. Role performance invisibility is being changed in some educational institutions by means of "open doors" and systematic sharing as in clinical supervision. It is difficult in most situations, however, to know what a particular teacher is doing.
4. Low interdependence means that not only do we not know what colleagues are doing, but that it doesn't matter much! Many teachers feel they can accomplish what they have in mind regardless of what others do--they just want to be left alone!
5. Vulnerability is being felt by all public institutions in these times of restraint. It is a fact of life, however, since the media is

Table 7

Characteristics of Organizations

<u>CHARACTERISTIC</u>	<u>TYPE OF ORGANIZATION</u>
	<p>Private Business Output-Focused</p> <p>Public Educational Input-Focused</p>
<p>1. Goals</p> <p>2. Authority</p> <p>3. Clients</p> <p>4. Interdependence</p> <p>5. Evaluation</p> <p>6. Rewards</p>	<p>concrete formal</p> <p>competition clear to all</p> <p>performance measures</p> <p>quality of work innovation</p> <p>confrontation risk-taking high</p> <p>products (output) somewhat</p>
<p>7. Cohesion</p> <p>8. Emphasis</p> <p>9. Bureaucratic</p>	<p>unclear bureaucratic guaranteed</p> <p>(view administration as "a necessary evil")</p> <p>see little need to work together</p> <p>very difficult</p> <p>scope of responsibility</p> <p>seniority</p> <p>conflict avoidance</p> <p>compliance low</p> <p>applications (input)</p> <p>largely, including fixed jobs, high degree of specialization, hierarchical order, rules to govern conduct, impersonalization</p>
<p>10. Problems</p>	<p>- too much structure--impersonal</p> <p>- tend to reorganize rather than confront issues</p> <p>- few incentives for joint, rational problem-solving</p>
<p>11. Other</p>	

usually quick to report any problems in educational organizations.

6. Loose-coupling refers to lack of control as reflected in little coordination, slow spread of influence, infrequent supervision, lack of feedback and decentralization. Many authorities think that loose-coupling is what makes widespread, effective change in education so difficult to achieve.

7. "Pocket veto" is a term related to the point above in that it refers to teachers who listen to whatever they have to hear and then return to their classes, close the door, and do whatever they please. Any move to infringe upon the teacher's autonomy is often met by the pocket veto and a number of other informal control devices.

It can be seen by an examination of characteristics of educational organizations that, in many respects, it is more difficult for educational organizations to be considered successful than it is for business organizations. These characteristics, however, need not be permanent and some may have to be deliberately altered if educational organizations are to meet ever-increasing expectations.

Organizational Health

The root word of "organization" quickly brings to mind the question of functioning and health. A healthy organization, like a healthy organism, is one that is able to adapt successfully to changing circumstances. In order to consider whether or not educational organizations will suffer the fate of the dinosaurs, it is necessary to review dimensions of organizational health.¹ Table 8 on the following page outlines the dimensions

¹These dimensions were first delineated by Matthew Miles in Planned change and organizational health: Figure and ground in R. Carlson, et al., Change processes in the public school. Eugene, Ore.: Center for Educational Policy and Management, University of Oregon, 1965, 11-36.

Table 8

Dimensions of Organizational Health¹

I. TASK

- A. Goal Focus - goals are clear, generally accepted, achievable and appropriate
- B. Communication Adequacy - in all directions within the organization and to and from the environment
- C. Optimal Power Equalization - influence is equitably distributed and interdependence is recognized. Roles are clear. Lines of authority are stable and seen as functional.

II. INTERNAL NEEDS

- D. Resource Utilization - people and material resources are fully utilized in a coordinated effort
- E. Cohesiveness - the organization has an identity and people feel a part of a group
- F. Morale - there is a sense of well-being and satisfaction.

III. EFFECTIVENESS

- G. Adaptation - the organization has built-in feedback systems from the environment and makes appropriate adaptations. This adaptation provides a measure of security and reduces vulnerability.
 - H. Autonomy - adaptation is balanced and supported by development from within the organization
 - I. Problem-Solving Adequacy - is necessary in order to deal with problems which inevitably arise.
-

¹Adapted from Matthew Miles.

which also summarize many points made previously in this chapter.

At this point it is necessary to emphasize the importance of the dimensions related to effectiveness. It is noted in the literature that educational organizations are changing from relatively closed, rational systems to more open, political systems. The administrator is no longer a problem-solver but a dilemma manager who balances the tension between freedom and constraint and between stability and change. In this period of restraint and increased public pressure for accountability few would argue that educational organizations are going to have to become more effective in the future than they have been in the past.

The Organization of SUNTEP

At this point in the chapter the reader likely will have formulated a personal description and analysis of the organization for SUNTEP. These perceptions are an important supplement since the researchers cannot hope to know all aspects of the organization as well as many of the "insiders" do. In this final section of the chapter the researchers present some points for consideration and some recommendations in relation to the organization and administration of SUNTEP. The dimensions of organizational health are used as a framework. It must be recognized at the outset that the organization and administration is unusually complicated since the provincial government, the Gabriel Dumont Institute, two universities, the S.T.F., the S.S.T.A., and several school systems are involved, either officially or unofficially.

Goal Focus

The objectives of the SUNTEP are listed formally in an appendix of

the agreement between the Government of Saskatchewan and the Gabriel Dumont Institute which established the program. They also appear less formally in the SUNTEP poster and other materials. It is assumed that the goals as stated are congruent with the goals and priorities of the various organizations involved in the program but this must be reviewed systematically if support is to be maintained. There is some uncertainty, for example, about the extent to which the program should be urban since many students plan to teach in small communities.

Another important point about an innovative program is that it must be different enough to warrant special attention but not so different that expectations of supporting institutions are neglected. In other words, there must be specific goals pertaining to the program and also general goals such as meeting certification and degree requirements.

Some of the goals are of a long-range nature. They include the goals of providing a leadership role for Metis and non-status people and of developing support structures to lead to the self-determination of these people. These goals should be kept in mind during the years to come, and means should be instituted of monitoring whether they are being achieved.

As we have mentioned in the chapter on SUNTEP centres, we believe that inadequate attention has been paid to involving officials of urban school systems in the planning and implementation of the program. It may not be too late for this, but if the goal which is to "ensure that people of native ancestry are adequately represented in urban teacher positions" is to be accomplished, it must be attended to immediately.

Communication Adequacy

Communication is complicated by the fact that so many organizations are involved and that the program operates in three widely-separated locations. A further difficulty is that people from many ethnic backgrounds are dealing with emotionally-laden terms and concepts.

It seems that communication within each centre is good but that there are problems with communication among centres, among the institutions involved, and between the SUNTEP and the public.

The role of the SUNTEP director. The Director's role is, literally, a pivotal one. Not only does the Director have overall responsibility for the running of the total SUNTEP program, but he or she also represents the program on the SUNTEP management committee and with other organizations such as the school boards, Saskatchewan Teachers' Federation (S.T.F.), and Saskatchewan School Trustees Association (S.S.T.A.).

We see the Director as being especially important to the well-being of SUNTEP at this stage of the program's development. In the initial evolutionary excitement each centre developed much along its own lines. Now is the time for the Director to examine the progress of each centre, relate that to the overall direction of SUNTEP, and in the light of his or her findings, offer guidance for the overall thrust of the program in the coming years. We feel that the present incumbent has, in the short time available to her, made an important start with the development of the SUNTEP policy handbook. Other than that point, we do not wish to make specific comments on the performance of one who has been in an important post for such a short time; we would, however, urge her to stress that part of the Director's role which reaches out to the wider

educational community. The objectives and unique attributes of SUNTEP are not widely enough known in that community. The potential employers and supporters of SUNTEP--the urban school boards, the S.T.F., the S.S.T.A.--all need to be encouraged to take a stake in the success of the program. We addressed this issue in more length at the end of the chapter on the SUNTEP centres; we reiterate it here because we feel that the Director is the obvious person to spearhead such an initiative.

Another reason for the urgency of integrative action by the Director relates to the turnover in coordinator positions. Since none of the present incumbents has been in the position for all three years of SUNTEP's existence, a certain amount of disarray in the perceptions of the role of a centre co-ordinator has resulted.

Optimal Power Equalization

During the study questions were raised about the extent and nature of the interrelationships between SUNTEP and the Gabriel Dumont Institute, between SUNTEP and the universities, and between SUNTEP and the professional organizations of teachers in the province. On the outside, many people seem unclear about who has an influence on the decision-making process. On the inside, the system seems to be running smoothly with the Gabriel Dumont Management Committee assigning more power to the SUNTEP Management Committee as the latter committee demonstrates its competence. The relationship between the two committees seems to be approaching that outlined in the original agreement between the Government of Saskatchewan and the Gabriel Dumont Institute.

The literature makes much of the delicate nature of the balance of power between the group with the special needs (in this case the Metis

and non-status Indian people) and the group originally endowed with the power over the educational process, the universities. The mechanism of SUNTEP, it seems to us, has served well the cause of balancing the power relationships, with the SUNTEP Management Committee deserving a good proportion of the credit.

Resource Utilization

Faculty are expected to be teachers as well as counsellors, supervisors, administrators, and librarians. We have commented upon this demanding role in the chapter on the SUNTEP Centres. This aspect of resource utilization is one of importance when we consider the larger issue of the cost effectiveness of the SUNTEP endeavour.

Paying for SUNTEP

The teacher education program model which SUNTEP exemplifies is expensive. The question of the cost effectiveness asks if the SUNTEP model is the most efficient way of achieving the program objectives. The answer requires the unique characteristics of SUNTEP to be displayed and commented upon, after which the value judgement of whether this is an appropriate allocation of resources can be made. We did not conduct an audit of the financial records of SUNTEP; even if the necessary data had been available, such an exercise would have been beyond our skills. What we did was establish the approximate costs of educating students in the College of Education, University of Saskatchewan and the Faculty of Education, University of Regina and through NORTEP, ITEP and SUNTEP. Then we examined the services being provided for these costs, and finally we made a judgemental assessment of the cost effectiveness of SUNTEP.

The costs of educating teachers in Saskatchewan. In this section we present figures reflecting the financial expenditures of selected native teacher education programs and of the regular university programs. We caution against using the figures in any comparative sense and we exhort the reader to resist the temptation of setting one cost against another. We believe that for a fair interpretation of the information presented, the interpreter needs to be fully aware of what is being purchased for the sums involved. As examples, the operating costs of SUNTEP will include maintaining three separate centres, but no such expenditures will appear in the ITEP operating costs. NORTEP expends large sums on the transportation of students to and from La Ronge, but comparable expenditures will not appear in other teacher education program budgets. We cannot identify even two figures which, even though they are known by the same label (operating costs, for an example), have purchased the same goods and services. By mandate, native teacher education programs are alternative programs and no two are identical.

In his presentation to the Canadian Education Association, More (1979) estimated that native teacher education programs require six times the per student expenditure of a regular program in a college of education on a University campus. The cost per student of educating future teachers in the two universities of Saskatchewan is shown in Tables 9 and 10. We caution once more against comparing these expenditures directly, since there are many ways by which to reckon the hidden costs involved. An inflation factor employing 1977 as the base year was used to give costs in constant dollars.

Costs of NORTEP. According to the figures supplied to us by the

Table 9
University of Saskatchewan Cost Per Student in the College of Education

	Total Expenditure	Full Time Undergrads	Part Time Equiv.	Total Undergrads	Cost/Student	Inflation* Factor	Constant Cost/Student
1979-80	\$3,676,218.	1696	37.	1733	\$2,121.	1.17	\$1,812.
1980-81	\$4,131,677.	1550	34.	1584	\$2,608.	1.29	\$2,077.
1981-82	\$4,576,189.	1572	32.	1604	\$2,853.	1.44	\$1,981.

*Using 1977 as the base year at \$1.00.

Source: Based on the University of Saskatchewan STATISTICS Volume IX, June, 1983, prepared by the University Studies Group.

Table 10
University of Regina Cost Per Student in the Faculty of Education

	Total Expenditure	Full Time Undergrads	Part Time Equiv.	Total Undergrads	Cost/Student	Inflation* Factor	Constant Cost/Student
1979-80	\$2,314,000.	771	118	889	\$2,602.	1.17	\$2,224.
1980-81	\$2,496,000.	713	123	836	\$2,985.	1.29	\$2,314.
1981-82	\$2,838,000.	753	119	872	\$3,254.	1.44	\$2,260.

*Using 1977 as the base year at \$1.00

Source: Based on University of Regina, Statistical Fact Books 1981-82, 1982-83, prepared by the Systems and Analytical Services Group.

director of NORTEP, the budget for operating and the bursary costs for the year 1982-83 was \$994,990 and for 1983-84 is \$1,130,990. The cost per student for 1983-84 is calculated to be \$8,532 for the period of April, 1983 to March, 1984. This figure is based on operating costs only and so does not include bursaries or other allowances. The director informed us that the 1982-83 costs were comparable. He also felt that, based on his knowledge of the Manitoba programs, NORTEP is competitive with them.

Costs of ITEP. The costs for ITEP were supplied to us by the associate director of the program. The ITEP financial picture is complicated by the extensive program of academic preparation courses which some students, particularly those admitted under adult admissions criteria, are required to take in conjunction with their regular course load. All students receive tutorial assistance and laboratory sessions which are reflected in the total costs. While the regular course load is 30 credit units per year, the associate director estimates that the typical student load is from 45 to 54 credit units during the first year and from 40 to 45 credit units in subsequent years of the ITEP program. Based on a five-course load (30 credit units) without the tutorials, laboratories, and added courses, the cost is estimated to be \$129 per credit unit. For students entering under regular admissions the average load is estimated to be 41 credit units. In this instance, the cost per credit hour is \$94. For students entering under adult admissions, the typical load is estimated to be 47 credit units, giving a cost per credit unit of \$82.

Costs of SUNTEP. The SUNTEP costs are broken down into the categories of program, tuition, and bursary in Table 11. Although the intake

Table 11

SUNTEP: Total Costs of Program Grant, Tuition and Bursaries Cost Per Student

	Program Grant	Tuition	Bursary	Total Expenditure	Total Students	Cost/Student
1982-83	\$717,400.	\$112,500.	\$ 884,000.	\$1,713,900.	115*	\$14,903.
1983-84	\$789,800.	\$336,000.	\$1,233,000.	\$2,358,800.	160*	\$14,742.

*Estimated Full-time Equivalents.

of students is 15 per cent per year, at the end of 1982-83, 101 students remained out of a total initial enrolment of 120. Since many of the non-surviving students spent much of the year in the program, an estimate of 115 full-time equivalents is used in the cost per student column. Since the bursary arrangements for all students in native teacher education programs have been standardized, it is reasonable to calculate a figure for the different programs using amounts which do not take into account the student bursaries. The cost per SUNTEP student of program and tuition is about \$7,000, which places it in the same bracket as the cost per NORTEP student (the other group for whom the non-bursary figure was available).

The Cost Effectiveness of SUNTEP

In this section we explore some of the ways whereby SUNTEP spends its funds. We consider how these resources are important in contributing to the success of the program.

Student applications. In our interviews with students we were struck by how many of them would not have considered applying for a regular university education if the SUNTEP centres had not existed. The physical presence of the centres gave reassurance that SUNTEP operated at a scale which would not overwhelm these students. The universities, on the other hand, seemed distant and inaccessible. At the Prince Albert centre, the faculty and more experienced students were pressed into service to facilitate the paperwork of some students from small, remote communities, and to help with such mundane procedures as applying for telephone or power connection in an apartment. If such students are to enter professional training--and we believe they should--the role of the

centres is crucial in overcoming their initial barriers which prevent them from contemplating a university education.

Role of SUNTEP faculty: counselling. The structure of SUNTEP encourages and enables the faculty to work closely with students in providing academic and personal counselling. We found that the counselling loads of faculty were heavy and demanding. At the Prince Albert centre, which had just finished an academic year operating with a shortage of staff, some student frustration at the limited access to faculty members was expressed. As opposed to this, we kept reminding ourselves that counselling is one of those processes which tends to grow to utilize all the resources allocated to it. Even so, we felt that the type and amount of counselling which was taking place in the centres was important and indeed crucial to the success of the majority of SUNTEP students in the program.

Role of SUNTEP faculty: teaching. Some SUNTEP faculty teach university courses in education. Preparation for such courses is time-consuming and demanding. The faculty feel strongly that it is important for student-faculty relationships and the success of the field experiences that they teach these courses. In principle, and despite our reservations about the qualifications of some faculty which we expressed in the chapter on SUNTEP centres, we concur with this viewpoint.

Role of SUNTEP faculty: community liaison. Failure to undertake this vital mission has led to the downfall of other programs. SUNTEP must explain itself to its various constituencies. The faculty at the centres act as goodwill ambassadors and explain SUNTEP to principals and teachers;

the centre coordinators concentrate on the school boards, the Metis and non-status Indian community, the universities and on the general public in the three cities. The director interacts with all the above groups and also with the professional organizations of the teaching profession. Elsewhere in the report we have noted instances where this work has been successful and, because we view it as being of paramount importance, we have made suggestions for augmenting it.

Upkeep of the centres. Other programs have placed less emphasis on having a specific place identified as the home (or homes) of the program. We view the centres as an integral part of the program, contributing as they do to the students' sense of community and belonging. None of the centres is luxurious or overly commodious. An alternative which has been adopted by some programs is to locate the program in a community which solicits it. Often, the community is able to provide some support for the physical plant. Given the specifically urban nature of SUNTEP, we feel that this option is not available to the program as the centres must be located in the urban centres which they serve. Is three the appropriate number of centres? We feel that Regina and Saskatoon are inevitable choices and we endorse the concept of having at least one more centre located in one of the province's smaller urban centres, preferably one where there is an appreciable Metis and non-status Indian community. Prince Albert certainly fits the bill, and there are other communities which could be considered if ever the program expands. Small though these towns may seem to the residents of Saskatoon or Regina, they are large to residents of the province's northern communities.

SUNTEP sections for instruction. SUNTEP students take their courses

in special sections, either at the centres or at the universities. Given the smaller number of students, these sections are more expensive than corresponding university sections which may contain twice the number of students. We support the concept of separate sections so that the special needs of SUNTEP students can be met. We were interested to see that in some instances two intakes of students would attend the same core course. We encourage such cost-saving initiatives. However, in keeping with our recommendations in the chapter on the course of studies to refine the present emancipatory strategy, it might be of value to deploy SUNTEP students in regular sections of one methods course during the first or second year.

These are some of the principal causes of the expenses of the program. We consider them all to be necessary components of the whole. SUNTEP has built on the shortcomings of earlier programs. Its planners learnt the lessons of the past well. We feel that the present level of staffing and facilities is at a cost-effective level.

Cohesiveness

The individual centres reflect a good deal of cohesiveness but cohesiveness among the total program is a question. We see the work of the Director as being of growing importance in this regard. We also encourage the coordinators' meetings and would support some form of annual "retreat" for all SUNTEP faculty together with, perhaps, some relevant Gabriel Dumont personnel.

Recommendation #13

That the Director continue old initiatives and explore new ones through which SUNTEP can grow as a cohesive organization.

It must not be forgotten that SUNTEP graduates become certificated teachers and that they should therefore develop a feeling of cohesiveness with the profession. We see this cohesiveness as important, and an integral part of the emancipation strategy.

Morale

It appears that students and faculty have a healthy sense of well-being. This is currently damaged by uncertainty regarding personal financial support and the future of the program. By the time this report is presented, we hope that these issues have been resolved. We see the provision of long-term (at least five years) financial and other commitments as being crucial to the health of the program.

Recommendation #14

That SUNTEP, Gabriel Dumont Institute, and the provincial government seek ways whereby long-term funding for the program can be assured.

The raising of morale in the broader Metis and non-status community is a long-term problem. We believe that programs like SUNTEP will make a strong contribution to improving morale. Once graduates are teaching in the field, the potential for further elevation of morale in the SUNTEP program and the broader community exists.

Adaptation

There is a general feeling that SUNTEP is innovative because it provides access to university education in a novel way and it emphasizes cross-cultural and native studies. If the program is to continue to evolve, it needs the stability of the long-term commitment discussed above. Innovative and successful programs do not flourish in an

atmosphere of uncertainty.

The feedback systems built into SUNTEP are effective, but an inordinate number of faculty turnovers may have left some changes dictated by an effective feedback system not implemented.

Autonomy

This is an area of concern since people within the program feel they are rarely notified, let alone consulted, about decisions which affect them. We would encourage the provincial government agencies to be more open with SUNTEP and the Gabriel Dumont Institute in their discussions over future resource allocation and support. We appreciate that there has been a period of readjustment in the government apparatus and that events have tended to move too quickly to permit much consultation. Efforts should be made to promote the necessary dialogue between government, Gabriel Dumont Institute and the SUNTEP Management Committee.

Problem-Solving Adequacy

Long range plans for adaptation and development are required as well as capacity to solve day-to-day problems. We see the Director as being the key person in this regard. Perhaps the Director could strike an ad hoc committee of SUNTEP personnel, Gabriel Dumont Institute personnel, university members and school board administrators to examine alternatives for the future and develop implementation plans.

Recommendation #15

Now that SUNTEP has an initial period of growth and success behind it; the Director should take the initiative in developing long-range plans for the program.

It might be helpful to consider levels of problem solving. There

are problems which relate to the intra-centre level. These have been solved on a cooperative basis, with students having had a major input. Inter-centre problems have been confronted through regular faculty meetings. Problems involving external agencies have been handled by the management committee, which represents all of the other outside agencies important to SUNTEP. The problems involving relations among Gabriel Dumont, AMNSIS, the universities, and the provincial government have been solved in such a way as to demonstrate strong organizational health. Having said this, we must again allude to the difficulty of a long-term problem solving strategy in a climate of financial insecurity.

II:5 Impressions and Recommendations

In this chapter we collect together the recommendations which we have made throughout the rest of this report. We strongly urge that no action be taken on these recommendations until they have been studied in the broader context of the total report.

To begin the chapter, we have prepared a short list of capsule impressions of the program. We offer these as an attempt to convey to a busy reader the flavor of this document; once again, we suggest that the whole report needs to be read in order to allow the reader to form his or her own impressions of SUNTEP and to take a more holistic view of our impressions and recommendations.

Impressions

General

1. The objectives of SUNTEP are socially responsible, reasonable and attainable.
2. SUNTEP is making good progress towards achieving its objectives.
3. SUNTEP builds on the experiences of other Western Canadian native teacher education programs.
4. SUNTEP is a healthy, well-run, effective, specialized teacher education program.
5. SUNTEP has had reasonable success in balancing the demands of the Metis and non-status Indian community and the university community.

6. The policy handbook being developed will assist the centres to stay in step with one another.

The Students

7. SUNTEP has attracted the students for whom it was designed.

8. The selection procedures for admission to the program have been relatively successful.

9. Most students are highly motivated and determined to succeed.

10. Many students would either not apply for admission to a regular university program or would have great difficulties in completing such a program.

11. Most students have developed, have had reinforced, a sense of pride in their heritage and culture.

12. The changes in the bursary arrangements may cause hardships for some students.

13. Some students may need support when they leave the security of the centres and move to the universities.

The SUNTEP Faculty

14. The policy of hiring "the best faculty available at the time" has given SUNTEP a strong nucleus of committed faculty.

15. The role of SUNTEP faculty has evolved to a point where faculty academic qualifications will be more significant in future hirings.

16. The turnover in co-ordinators has caused some disruptions in administrative continuity.

17. SUNTEP faculty have had much success in providing counselling and support of students.

18. The paramount role of the centre coordinators must be one of

liaison between SUNTEP and its various constituents--the Metis and non-status Indian community, the universities and the urban school boards.

The Centres

19. The centres have had much success in helping students make the transition from a non-academic to an academic life.

20. Library resources at the centres need to be as extensive as possible.

21. It is important that at least one centre is in one of the province's smaller centres.

The Course of Study

22. The standards of the program have been maintained at a level equivalent to that of the regular university programs.

23. The rich school-based experiences of the first two years provide a valuable experience for the students.

24. The updating courses in Language Arts and Mathematics have been reasonably successful.

Recommendations

Recommendation #1

That SUNTEP faculty expand and clarify the criteria to be employed in the selection of applicants to the program and that they give attention to the nature of the evidence required to demonstrate that these criteria have been met.

Recommendation #2

That the internship component of the SUNTEP program be rescheduled to the fourth year.

Recommendation #3

That the University of Saskatchewan be encouraged to upgrade the facilities of Saskatoon SUNTEP in McLean Hall.

Recommendation #4

That some more structured support be organized for at least the first group of students who will make the transition from Prince Albert to the University of Saskatchewan campus.

Recommendation #5

That all levels of SUNTEP develop procedures--perhaps something like a code of behavior--which can indicate to SUNTEP participants the nature of the credibility problem, keep it continually in view, and suggest ways in which all concerned can work to prevent any tarnishing of the SUNTEP image.

Recommendation #6

That more efforts be made to secure full-time university faculty members to teach SUNTEP classes.

Recommendation #7

That SUNTEP faculty be encouraged to obtain academic and professional qualifications which will better prepare them to teach the university courses which they are presently offering.

Recommendation #8

That the coordinators, working under the Director, re-define their role in the light of the current state of evolution of SUNTEP program.

Recommendation #9

That SUNTEP faculty (perhaps the Director) initiate discussions with the urban school boards in the province to gauge the extent of the commitment of the boards to employing SUNTEP graduates, and to work to maximize such commitment.

Recommendation #10

That faculty members who teach the introductory courses supervise the field experiences in the first three years of the programs.

Recommendation #11

It shall be the responsibility of the coordinator at each centre to make contacts and handle public relations to ensure a productive working arrangement with the schools and other institutions involved in the field experiences.

Recommendation #12

That SUNTEP faculty plan the nature of the support structure for students in their academic year so that it provides the necessary support for students who may find difficulties with the upper-level university courses but at the same time encourages the growth of the student towards independence and professionalism.

Recommendation #13

That the Director continue old initiatives and explore new ones through which SUNTEP can grow as a cohesive organization.

Recommendation #14

That SUNTEP, Gabriel Dumont Institute, and the provincial government seek ways whereby long-term funding for the program can be assured.

Recommendation #15

Now that SUNTEP has an initial period of growth and success behind it, the Director should take the initiative in developing long-range plans for the program.

Part III: Methodology

The evaluation prospectus provided the basic source of concerns about which evaluation data were acquired. The prospectus was analyzed into sub-topics to determine which facets were amenable to evaluation. Then, these sub-topics were grouped according to the personnel who could provide the relevant data. Structured interviews were then constructed for the students (Appendix A), the SUNTEP faculty and instructors (Appendix B), and the teachers who had supervised SUNTEP interns (Appendix C). A shorter telephone interview form for non-survivors was also prepared (Appendix D).

The Interviews

Once an interview schedule had been constructed, it was vetted by the other member of the evaluation team and, where possible, was piloted by interviewing a person who had experience with native teacher education programs but not with the SUNTEP program specifically. Despite the piloting process, some minor ambiguities revealed themselves during the first few interviews and these were adjusted for subsequent interviewees.

Interviews with students were conducted in a one-on-one situation. The interviewer was either one of the evaluators or the interviewer employed for that part of the data collection. When SUNTEP faculty, supervising teachers, principals, or administrators were being interviewed, both evaluators participated whenever possible. We found that this arrangement permitted us to assemble a richer set of notes, and that

our post-interview discussions sharpened the insights gained from the interview. Two-on-one interviews can sometimes be threatening to interviewees and for this reason we did not attempt them with students; with SUNTEP faculty and the other interview subjects, our careful monitoring did not reveal any outward signs that these interviewees felt threatened.

The decision whether to tape an interview is always a difficult one. On the one hand, the presence of a tape recording ensures more fidelity in the transcription and analysis processes; however, the presence of a tape recorder can serve to intimidate the interviewees. Our compromise was to request permission to tape the interviews, but to accept without comment an interviewee's decision not to be taped. Interviewees were assured that the tapes would not be heard by anyone outside the evaluation team, that direct quotes would not be identifiable, and that the tapes would be erased no later than one year after the presentation of the evaluation report. As a result, most but not all interviewees agreed to be taped. Whether or not taping was employed, extensive notes were made on the interview schedule. If the tape was available, these notes were later checked against the tape for accuracy.

Interviewees were assured of the confidentiality of their responses. We also stressed that only general views of the various groups in SUNTEP would be reported and that individuals would not be able to be identified, either directly or through contextual inference.

Who Was Interviewed?

Because SUNTEP is a unique program and because the number of people involved are small, the potential for generating meaningful statistical

data was absent. Accordingly, no attempt was made to engage in random sampling but rather, the technique known as purposive sampling was employed. In other words, we tried to interview people who could tell us the most about the program. In Saskatoon and Regina centres, volunteers amongst the students were called for and a good response was obtained, as is shown in Table 12. These people were articulate and anxious to communicate their feelings about the SUNTEP program and to share their experiences with the interviewers. Through a slight misunderstanding, the Prince Albert students were given the impression that attendance at the interviews was mandatory, and so we interviewed all available students at this particular centre. We were interested to note that the richest interview data came from the articulate and interested students whereas little additional information was gained from the interviews with students who, we felt, probably would not have chosen to have been interviewed.

Table 12

Number of Students Interviewed in the
Three SUNTEP Centres

	<u>Regina</u>	<u>Prince Albert</u>	<u>Saskatoon</u>
Year 1	4	14	6
Year 2	6	10	8
Year 3	<u>4</u>	<u>--</u>	<u>4</u>
TOTAL	14	24	18

We interviewed all available faculty members at the three centres.

We met with a sample of teachers and principals who had been involved

with the internship experience of Regina and Saskatoon interns. Because Prince Albert is running one year behind the other two centres, no students from that program have yet interned. In lieu of interviewing supervising teachers of interns, we did meet with some teachers and principals who had been involved in the shorter student teacher experiences of the first and second years.

Non-survivors were contacted by telephone using the last-known number in the students' files. If an answer was not obtained on the first dial, the number was rung at least twice at different times of the day. In many instances the number was no longer in service or, if in service, no longer the telephone of the non-surviving student. However, despite these set-backs, five telephone interviews were conducted with non-survivors from the three centres.

In addition to interviewing personnel using the structured interviews, we also had extended conversations with several people whom we felt could provide us with additional information. These comprised instructors of SUNTEP courses from both the Regina and Saskatoon campuses, the head of the Gabriel Dumont Institute, Dr. Kenn Whyte, and personnel in the school board offices of the three cities among whose responsibilities was the placement of SUNTEP students for their school-based experiences.

One member of the evaluation team travelled to Manitoba and interviewed personnel from TEPs at Brandon and Winnipeg. The other evaluator visited the University of Alberta in Edmonton and held conversations with the Director of the native students' centre there.

The evaluators also contacted by telephone staff and evaluators of TEP initiatives in Alberta, British Columbia, Manitoba and Saskatchewan.

Nowhere did we encounter any resistance to sharing information and ideas with us; we are indebted to those who helped us so openly.

Other Data Sources

In addition to the data collected from interviews, much additional information was acquired. The student files were summarized and the university files of students were also abstracted. Reports of evaluations of other native teacher education programs in Western Canada were obtained. In-house documents from SUNTEP were valuable, as were some position papers produced by SUNTEP faculty members. The wider research literature did not prove to be particularly useful but did add somewhat to our understanding of the context within which SUNTEP operates and to illuminate the issues raised in programs similar to SUNTEP.

Analysis of the Data

The validity of interview data is an issue in evaluations of this sort. Whenever possible, we arranged for the triangulation of our information. Thus, we would ask the same question of different groups and note differences in the responses. We would approach the same issue in different ways and again compare responses. Ultimately, the reader of the report is the arbiter on the issue of validity.

Where the interviewees had permitted taping, the interview notes were checked against the tape for accuracy and completeness. At this time, pertinent quotations were extracted from the tapes. The responses to the student interview questions were collated and summary statements prepared. Some of the questions produced information amenable to numerical aggregation but in light of the small sample size these numbers were

used to guide the preparation of the report and were not quoted directly.

In those instances where both evaluators had been present at an interview (especially in the case of the interviews with SUNTEP faculty), the evaluators discussed the interview amongst themselves after the interview. Then one of the team wrote a first draft of the relevant sections of the report based on those interviews and discussed it with the other member. When both were satisfied with the accuracy and validity of the draft, it was polished and fitted into the final report.

The quotations which appear in the report are as close to verbatim as the transfer from the spoken to the written word would permit. Hesitations of speech have been excised. In instances where the context of the conversation provided some missing information, such information has been written in square brackets. Square brackets have also been used to conceal a name or a place which might serve to identify the speaker. The use of quotation marks within a quotation indicates either that the speaker was quoting someone else or that the speaker was putting words into someone else's mouth for the sake of making a point; the context makes it clear which situation pertained.

The Recommendations

We wanted the recommendations to arise from the analysis of data in the report. We feel that in a unique program such as SUNTEP, the decision-maker must be aware of the context from which the recommendation arises; otherwise the point of the recommendation may be missed and an inappropriate decision made. Such a way of writing a report demands more commitment by the decision-maker but this is, we trust, more than offset by the richness of the context in which the decision is made.

For convenience, the recommendations were collected in Chapter II:5. Some summary statements were also presented in that chapter to give a capsule impression of the program. We strongly advocate that this chapter be used only as an aide mémoire and that the report be read in its entirety. SUNTEP deserves that consideration.

APPENDIX A

Structured Interview - Student
(second version)

STRUCTURED INTERVIEW - STUDENT
(2)

Tape _____
Centre _____
Date _____
Time _____
Interviewer _____
Student _____

Which year of the program is the student concluding Cir 1
1 2

Thank you very much for taking part in this aspect of the evaluation of SUNTEP. The program was committed to this evaluation at the beginning. We are concerned with how well the program is operating, and so we will not be reporting on any individuals in the program. For example, we will report a general view of what students think, and what suggestions they have for improvement, but we won't say that "Student X said such and such." The emphasis is on improving the program.

We would like to tape these interviews so that we can make more sense of our notes when we analyze them. Nobody outside the evaluation team will hear the tapes and they will be erased no later than one year after we present our report.

Have I your permission to tape this interview? Yes _____ No _____
(If yes, begin taping here)

1. How did you hear about the SUNTEP program?

- Other SUNTEP student _____
- SUNTEP field workers _____
- Gabriel Dumont literature _____
- (pronounced Provincial AMNSIS staff _____
"Amsis")
- AMNSIS local _____

posters, brochures _____

Other (specify) _____

2. You will recall that there was a fairly involved application procedure before you were accepted into the program. I am going to ask you which of the following steps you took and then ask you to comment on whether that particular step caused you any trouble.

	<u>Did the student obtain?</u>		<u>Was there trouble?</u>	
	Yes	No	Yes (reason)	No (reason)
Did you obtain a letter of reference from the AMNSIS Local or the education committee of the Local?	_____	_____	_____	_____
Did you obtain a letter of reference from your Principal or the School Director?	_____	_____	_____	_____
Did you obtain a letter of reference from your past employer?	_____	_____	_____	_____
Did you obtain a letter of reference from someone who knows you very well?	_____	_____	_____	_____
Did you send in a handwritten statement giving your reasons for applying to the program?	_____	_____	_____	_____

I would like to turn now to the SUNTEP program itself and ask you for some of your views on it.

3. Some people feel that SUNTEP should be part of the regular on-campus programs of the two Universities, but other people feel that SUNTEP

3. should be an off-campus program. What are your views on that?

On-campus _____ Off-campus _____

(probe: Why? Why not? What are the advantages, disadvantages of each? Ask specifically about libraries and other resources)

4. If you are like a lot of other students, you have probably found that being a student in SUNTEP doesn't always turn out to be what you imagined or hoped it would be. I'd like to know, first, in what ways being a SUNTEP student is much the same as you thought it would be. Then I'll ask you how it was different from what you thought it would be.

Much the same?

Hard work _____ Working with children _____ Meeting interesting people _____

Other _____

(probe: If all answers have a positive tone, probe for negative.
If all answers have a negative tone, probe for positive.)

DO NOT OFFER
THESE

In what ways is being a SUNTEP student different from what you thought it would be?

NOT OFFER THESE

Hard work _____ Working with children _____ Meeting interesting people _____

Other _____

(probe: as above)

5. Some students find that their courses are improved if they have good personal communication with their instructors, whereas other students don't feel the need for this communication.

On the whole, would you say that the courses you have taken from SUNTEP faculty

GIVE ALL THREE OPTIONS BEFORE ALLOWING ANSWER

a) fully meet your needs for personal communication with your instructor? Yes

b) met quite a few of your needs for personal communication? Yes

c) fell short of your needs for personal communication? Yes

On the whole, would you say that the courses you have taken from
University instructors

GIVE ALL THREE
OPTIONS BEFORE
ALLOWING ANSWER

- a) fully met the needs for personal communication with your instructor? Yes
- b) met quite a few of your needs for personal communication? Yes
- c) fell short of your needs for personal communication? Yes

6. Everyone needs to talk things over from time to time. From whom would you seek help for problems with: Why that person?

- a) studies?
- b) personal problems?
- c) finances?

7. SUNTEP is like the traditional teacher education program at the Universities (for example, both programs lead to the same teaching certificate) but it is also unlike the traditional program in some ways (for example, it is delivered off-campus). Please think about the ways in which you feel the SUNTEP program is like the traditional one. I'll give you a few moments to think about it.

(pause)

In what ways do you feel it is like the regular program?

DO NOT OFFER
THESE

- a) internship _____ b) same methods courses _____
- c) same evaluation standards _____ d) same instructors _____

NOTE: If the respondent is unable to make comparisons, have him/her comment on each of (a) to (d), i.e., What do you think of . . . ?

Others (probe):

In what ways do you feel SUNTEP is unlike the traditional teacher education program? (offer a few moments to think about this)

DO NOT OFFER
THESE

- a) more support by faculty _____ b) more help in adjusting to academic life _____
- c) more help in adjusting to an urban setting _____
- d) more personal counselling re budget, finances _____
- e) upgrading basic skills _____
- f) more emphasis on teachers' need for cross-cultural skills _____
- g) more emphasis on special needs of native children _____
- h) differing type of internship _____

Others (probe):

8. I am going to read you a paraphrase of one of the goals of SUNTEP. I would like you to think of examples of how the program put this goal into effect, and in what year you feel it was emphasized the most:

"SUNTEP students will acquire cross-cultural skills."

EXPAND AND
EXPLAIN IF
NECESSARY

In what year would you say that it had the most emphasis?

$\frac{Y}{1} \frac{a}{2}$

There is another goal: "Students will apply their cross-cultural skills to help children to learn in the context of their social, cultural and economic situations."

In what year would you say that it had the most emphasis?

$\frac{Y}{1} \frac{a}{2}$

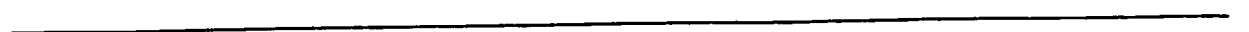
9. One of the biggest problems for all students is finding enough money to live on while they are going to school. I am sure that this is as true for SUNTEP students as it is for other students. Thinking about students in the program you know, would you say that the SUNTEP bursary program in general can best be described as: (Read out all three descriptors before allowing answer.)

Totally inadequate _____ Just enough to live on _____

Enough to remove most money concerns _____

Would that descriptor apply to yourself?

Yes _____ (If "no," ask which one would describe the situation better.)



In general, where does the greatest need for money show itself?

Books ___ Rent ___ Family Support ___ Internship Expenses ___

Others (Probe) _____

Would these needs (in composite) apply to your own situation?

Yes ___ (If "no," ask if there are any that would describe this situation better.)

10. At this stage of your program, please indicate the three features of the program which you have liked the most and the three features you have liked the least.

	<u>Most</u>		<u>Least</u>
1.	_____	1.	_____
2.	_____	2.	_____
3.	_____	3.	_____

11. During each year of your program you have observed or taught in a school. What do you remember most about these experiences?

Year 1:

Year 2:

Year 3:

(Possibly ask about lesson planning and teaching; discipline; cross-cultural skills; how children learn; whites vs. natives; matching theory with practice, supervision, etc.)

- 12. Is there anything else you'd like to tell us about the SUNTEP program?
Can you suggest improvements to the years already completed?

Can you suggest improvements to the remainder of your program?

TAPE OFF.

Thank you very much for your help. If we need to clarify some points with you over the summer, how can we get in touch with you.

(_____)
 Please don't talk about this interview with students who have yet to be interviewed.

.....

Howard Birnie
 College of Education
 University of Saskatchewan
 343-3697

Alan Ryan
 College of Education
 University of Saskatchewan
 343-3015

APPENDIX B

Structured Interview - Faculty

SUNTEP FACULTY QUESTIONNAIRE

Thank you very much for taking part in this aspect of the evaluation of SUNTEP. We are concerned with how well the program is operating, and so we will not be reporting on any individuals in the program. For example, we will report a general view of what faculty members think, and what suggestions they have for improvement, but we won't say that "Faculty Member X said such and such."

We would like to tape these interviews so that we can make more sense of our notes when we analyze them. Nobody outside the evaluation team will hear the tapes and they will be erased no later than one year after we present our report.

Have I your permission to tape this interview? Yes _____ No _____
(If yes, begin taping here.)

- 1. When you serve on an interview panel for SUNTEP applicants, what qualities or attributes do you weight most highly?

(If faculty member has not served on an interview panel, ask him/her to speculate on those qualities and attributes he/she would weight most highly.)

DO NOT OFFER THESE

- Firm commitment to the program _____
- Wants to become a teacher _____
- Ability/willingness to work long hours _____ "stickability" _____
- Previous experience working with children _____ in education _____
- Academic qualifications _____

Interest in learning about native culture _____

Interest in serving native people _____

Other (probe)

2. How would you describe your job? Please give rough percentages for the various components of your job, e.g., "teaching 10%."

OFFER THESE
AFTER RES-
PONDENT'S
OWN LIST

Teaching _____

Academic counselling _____

Personal counselling _____

Administration and Meetings _____

Reading, studying and writing _____

3. One of the SUNTEP objectives is to make available "Native teachers who are more sensitive to the educational needs of Native students." How does the program develop this sensitivity in its students?

Are there other ways not being used now whereby this objective could be reached more fully?

4. Some people feel that SUNTEP should be part of the regular on-campus programs of the two Universities, but other people feel that SUNTEP should be an off-campus program. What are your views on that?

On-campus _____ Off-campus _____

(Probe: Why? Why not? What are the advantages, disadvantages of each? Ask specifically about libraries and other resources.)

5. The SUNTEP is like the regular teacher education program at the Universities (for example, both programs lead to the same teaching certificate) but it is also unlike the regular program in some ways (for example, it is delivered off-campus). Please think about the ways in which the SUNTEP program is like the regular one. I'll give you a few moments to think about it.

(Pause)

In what ways do you feel it is like the regular program?

DO NOT OFFER
THESE

- a) internship b) same methods courses _____
c) same evaluation standards _____ d) same instructors _____

NOTE: If the respondent is unable to make comparisons,
have him/her comment on each of (a) to (d), i.e.,
What do you think of . . ."

Others (probe)

In what ways do you feel SUNTEP is unlike the regular
teacher education program? (Offer a few moments to
think about this.)

DO NOT OFFER
THESE

- a) more support by faculty _____
- b) more help in adjusting to academic life _____
- c) more help in adjusting to an urban setting _____
- d) more personal counselling re budget, finances _____
- e) upgrading basic skills
- f) more emphasis on teachers' need for cross-cultural skills _____
- g) more emphasis on special needs of native children _____
- h) differing types of internship _____

Others (probe)

6. How long have you been involved with the SUNTEP
Program? _____

Years _____

OMIT IF THE
ANSWER TO
QUESTION 6 IS
LESS THAN ONE
YEAR

7. In any developing programs, the roles of the people concerned seem to evolve. What are the major changes you have experienced?

8. Does the administrative organization of SUNTEP allow for effective communication, administration and staff development?

9. In any off-campus Teacher Education Program, the support services are crucial. How would you compare the support services of SUNTEP with those on the two major campuses? Do they remove financial, social and academic barriers?

Academic and personal counselling _____

Library and resources _____

Recruitment process _____

Bursary program _____

Upgrading of students _____

Others:

10. Working conditions are keys to satisfactory professional behaviour. Do the conditions of employment in the SUNTEP centre contribute to your reaching your potential in your job?

(Ask about hiring practices, interstaff and administrative communications, workload, support of faculty improvement, etc.)

11. During each year of the SUNTEP program the students participate in field experiences. How would you rate these experiences?

12. What three features of the SUNTEP program would you rate the best and what three aspects of the program would you rate in need of the greatest improvement?

Best

Need Improvement

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

13. Is there anything else you'd like to tell us about the SUNTEP program?

THANK YOU VERY MUCH FOR YOUR HELP.

APPENDIX C

Structured Interview - Supervising Teacher

STRUCTURED INTERVIEW--SUPERVISING TEACHER

Tape _____

Centre _____

Date _____

Time _____

Interviewer _____

Teacher's Name _____

Intern who was supervised _____

Thank you very much for taking part in this aspect of the evaluation of SUNTEP. We are concerned with how well the program is operating, and so we will not be reporting on any individuals in the program. For example, we may report a general view of what the supervising teachers felt and what suggestions they have for improvement, but we won't say that "Teacher X said such and such."

We would like to tape these interviews so that we can make more sense of our notes when we analyze them. Nobody outside the evaluation team will hear the tapes and they will be erased no later than one year after we present our report.

Have I your permission to tape this interview? YES _____ NO _____

1. How did you come to be a supervising teacher for a SUNTEP student?

I asked to be _____ SUNTEP asked me _____

Principal asked me _____ Other _____

2. (This may be answered in Question 1.) When did you find out that your student was a SUNTEP student and not a student from one of the other internship programs?

3. Had you supervised an intern (from any teacher education program) before?

Yes _____ No _____

(If answer is NO, JUMP TO QUESTION 6)

4. Which program did your previous interns belong to?

regular _____ other _____

5. Compared with other intern(s) you have supervised, how would you rate the SUNTEP intern on:

SUGGEST
THE
RESPONSE
CATEGORIES

a) Academic preparation for teaching the assigned subjects?

Not as well-prepared _____ About as well-prepared _____ Better prepared _____

Comments:

b) Pedagogical skills (e.g., lesson planning, classroom management)?

Not as well-prepared _____ About as well-prepared _____ Better prepared _____

Comments:

c) Professional demeanour (e.g., being on time, neat and tidy, etc.)?

Not as well-prepared _____ About as well-prepared _____ Better prepared _____

Comments:

d) Growth in these skills over the period of the internship?

Not as well-prepared _____ About as well-prepared _____ Better prepared _____

Comments:

(JUMP TO QUESTION 7)

6. FOR TEACHERS WHO HAVE NOT SUPERVISED INTERNS BEFORE.

You probably had expectations of how adequately interns should perform in the classroom at that stage of their training. How well did the intern meet your expectations in these areas:

a) Academic preparation for teaching the assigned subjects?

Not as well-prepared _____ About as well-prepared _____ Better prepared _____

Comments:

b) Pedagogical skills (e.g., lesson planning, classroom management)?

Not as well-prepared _____ About as well-prepared _____ Better prepared _____

Comments:

c) Professional demeanour (e.g., being on time, neat and tidy, etc.)?

Not as well-prepared _____ About as well-prepared _____ Better prepared _____

Comments:

d) Growth in these skills over the period of the internship?

Not as well-prepared _____ About as well-prepared _____ Better prepared _____

Comments:

REMAINING QUESTIONS TO BE ANSWERED BY ALL INTERVIEWEES

7. I'd like to ask you now about your perceptions of the purpose of the SUNTEP program.

DO
NOT
OFFER
THESE

a) What do you feel are its main goals?

help native people become teachers ____ provide role models for students ____
help urban schools ____ other _____

b) Do you feel that the requirements for a teaching certificate through the SUNTEP program, when compared to the requirements through the regular program, are:

OFFER
THESE

more stringent ____ just about equivalent ____ less stringent ____

PROBE FOR REASONS FOR ANSWER

8. One of the goals of SUNTEP is: "Students will apply their cross-cultural skills to help children to learn in the context of their social, cultural and economic situations."

Please give any examples you can recall where your intern was able to apply these cross-cultural skills in the classroom.

9. You have told me quite a bit about the SUNTEP program. Which were your principal sources of information?

The intern _____ SUNTEP faculty _____ University faculty _____

The principal _____ Other _____

10. Is there anything else you'd like to tell us about the SUNTEP program? Can you suggest any improvements in the internship experience?

Thank you very much for your help.

APPENDIX D

Structured Telephone Interview -
Non-surviving Student

NON-SURVIVOR PHONE INTERVIEW

Centre: _____

Student Name: _____

Date: _____

Interviewer: _____

My name is _____

I am one of a team of people who are doing an assessment of the SUNTEP program for the Department of Education. We are interested in what you can tell us about your experiences with the program. What you tell us will remain strictly confidential. Your name was given to us by the people at the (Regina, Saskatoon, P.A.) SUNTEP centres.

In what year did you begin the program?

1980 _____

1981 _____

1982 _____

For how long did you stay in the program? _____

What did you especially like about the program?

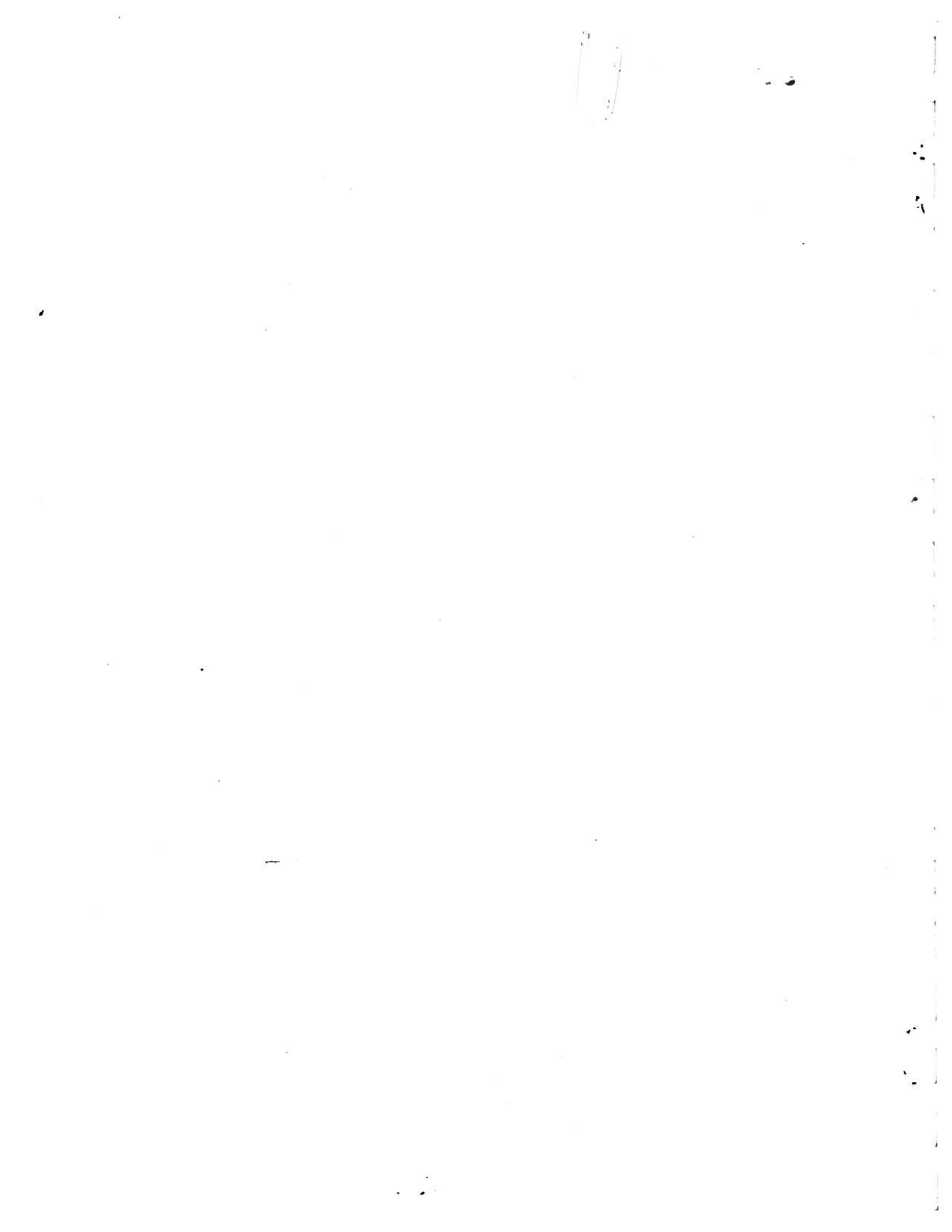
What did you especially not like about the program?

What were your main reasons for deciding not to continue in the program?

That is all of my questions. Is there anything else you would like to tell me about your experiences with SUNTEP?

THANK YOU VERY MUCH.





II:5 Impressions and Recommendations

In this chapter we collect together the recommendations which we have made throughout the rest of this report. We strongly urge that no action be taken on these recommendations until they have been studied in the broader context of the total report.

To begin the chapter, we have prepared a short list of capsule impressions of the program. We offer these as an attempt to convey to a busy reader the flavor of this document; once again, we suggest that the whole report needs to be read in order to allow the reader to form his or her own impressions of SUNTEP and to take a more holistic view of our impressions and recommendations.

Impressions

General

1. The objectives of SUNTEP are socially responsible, reasonable and attainable.
2. SUNTEP is making good progress towards achieving its objectives.
3. SUNTEP builds on the experiences of other Western Canadian native teacher education programs.
4. SUNTEP is a healthy, well-run, effective, specialized teacher education program.
5. SUNTEP has had reasonable success in balancing the demands of the Metis and non-status Indian community and the university community.

6. The policy handbook being developed will assist the centres to stay in step with one another.

The Students

7. SUNTEP has attracted the students for whom it was designed.

8. The selection procedures for admission to the program have been relatively successful.

9. Most students are highly motivated and determined to succeed.

10. Many students would either not apply for admission to a regular university program or would have great difficulties in completing such a program.

11. Most students have developed, have had reinforced, a sense of pride in their heritage and culture.

12. The changes in the bursary arrangements may cause hardships for some students.

13. Some students may need support when they leave the security of the centres and move to the universities.

The SUNTEP Faculty

14. The policy of hiring "the best faculty available at the time" has given SUNTEP a strong nucleus of committed faculty.

15. The role of SUNTEP faculty has evolved to a point where faculty academic qualifications will be more significant in future hirings.

16. The turnover in co-ordinators has caused some disruptions in administrative continuity.

17. SUNTEP faculty have had much success in providing counselling and support of students.

18. The paramount role of the centre coordinators must be one of

liaison between SUNTEP and its various constituents--the Metis and non-status Indian community, the universities and the urban school boards.

The Centres

19. The centres have had much success in helping students make the transition from a non-academic to an academic life.

20. Library resources at the centres need to be as extensive as possible.

21. It is important that at least one centre is in one of the province's smaller centres.

The Course of Study

22. The standards of the program have been maintained at a level equivalent to that of the regular university programs.

23. The rich school-based experiences of the first two years provide a valuable experience for the students.

24. The updating courses in Language Arts and Mathematics have been reasonably successful.

Recommendations

Recommendation #1

That SUNTEP faculty expand and clarify the criteria to be employed in the selection of applicants to the program and that they give attention to the nature of the evidence required to demonstrate that these criteria have been met.

Recommendation #2

That the internship component of the SUNTEP program be rescheduled to the fourth year.

Recommendation #3

- ✓ That the University of Saskatchewan be encouraged to upgrade the facilities of Saskatoon SUNTEP in McLean Hall.

Recommendation #4

- ✓ That some more structured support be organized for at least the first group of students who will make the transition from Prince Albert to the University of Saskatchewan campus.

Recommendation #5

- ? That all levels of SUNTEP develop procedures--perhaps something like a code of behavior--which can indicate to SUNTEP participants the nature of the credibility problem, keep it continually in view, and suggest ways in which all concerned can work to prevent any tarnishing of the SUNTEP image.

Recommendation #6

- ✓ That more efforts be made to secure full-time university faculty members to teach SUNTEP classes.

Recommendation #7

- ✓ That SUNTEP faculty be encouraged to obtain academic and professional qualifications which will better prepare them to teach the university courses which they are presently offering.

Recommendation #8

That the coordinators, working under the Director, re-define their role in the light of the current state of evolution of SUNTEP program.

Recommendation #9

That SUNTEP faculty (perhaps the Director) initiate discussions with the urban school boards in the province to gauge the extent of the commitment of the boards to employing SUNTEP graduates, and to work to maximize such commitment. ||

Recommendation #10

✓ That faculty members who teach the introductory courses supervise the field experiences in the first three years of the programs.

Recommendation #11

It shall be the responsibility of the coordinator at each centre to make contacts and handle public relations to ensure a productive working arrangement with the schools and other institutions involved in the field experiences.

*with
DIRECTOR*

Recommendation #12

✓ That SUNTEP faculty plan the nature of the support structure for students in their academic year so that it provides the necessary support for students who may find difficulties with the upper-level university courses but at the same time encourages the growth of the student towards independence and professionalism.

Recommendation #13

That the Director continue old initiatives and explore new ones through which SUNTEP can grow as a cohesive organization.

Recommendation #14

✓ That SUNTEP, Gabriel Dumont Institute, and the provincial government seek ways whereby long-term funding for the program can be assured.

Recommendation #15

Now that SUNTEP has an initial period of growth and success behind it, the Director should take the initiative in developing long-range plans for the program.

Part III: Methodology

The evaluation prospectus provided the basic source of concerns about which evaluation data were acquired. The prospectus was analyzed into sub-topics to determine which facets were amenable to evaluation. Then, these sub-topics were grouped according to the personnel who could provide the relevant data. Structured interviews were then constructed for the students (Appendix A), the SUNTEP faculty and instructors (Appendix B), and the teachers who had supervised SUNTEP interns (Appendix C). A shorter telephone interview form for non-survivors was also prepared (Appendix D).

The Interviews

Once an interview schedule had been constructed, it was vetted by the other member of the evaluation team and, where possible, was piloted by interviewing a person who had experience with native teacher education programs but not with the SUNTEP program specifically. Despite the piloting process, some minor ambiguities revealed themselves during the first few interviews and these were adjusted for subsequent interviewees.

Interviews with students were conducted in a one-on-one situation. The interviewer was either one of the evaluators or the interviewer employed for that part of the data collection. When SUNTEP faculty, supervising teachers, principals, or administrators were being interviewed, both evaluators participated whenever possible. We found that this arrangement permitted us to assemble a richer set of notes, and that

our post-interview discussions sharpened the insights gained from the interview. Two-on-one interviews can sometimes be threatening to interviewees and for this reason we did not attempt them with students; with SUNTEP faculty and the other interview subjects, our careful monitoring did not reveal any outward signs that these interviewees felt threatened.

The decision whether to tape an interview is always a difficult one. On the one hand, the presence of a tape recording ensures more fidelity in the transcription and analysis processes; however, the presence of a tape recorder can serve to intimidate the interviewees. Our compromise was to request permission to tape the interviews, but to accept without comment an interviewee's decision not to be taped. Interviewees were assured that the tapes would not be heard by anyone outside the evaluation team, that direct quotes would not be identifiable, and that the tapes would be erased no later than one year after the presentation of the evaluation report. As a result, most but not all interviewees agreed to be taped. Whether or not taping was employed, extensive notes were made on the interview schedule. If the tape was available, these notes were later checked against the tape for accuracy.

Interviewees were assured of the confidentiality of their responses. We also stressed that only general views of the various groups in SUNTEP would be reported and that individuals would not be able to be identified, either directly or through contextual inference.

Who Was Interviewed?

Because SUNTEP is a unique program and because the number of people involved are small, the potential for generating meaningful statistical

data was absent. Accordingly, no attempt was made to engage in random sampling but rather, the technique known as purposive sampling was employed. In other words, we tried to interview people who could tell us the most about the program. In Saskatoon and Regina centres, volunteers amongst the students were called for and a good response was obtained, as is shown in Table 12. These people were articulate and anxious to communicate their feelings about the SUNTEP program and to share their experiences with the interviewers. Through a slight misunderstanding, the Prince Albert students were given the impression that attendance at the interviews was mandatory, and so we interviewed all available students at this particular centre. We were interested to note that the richest interview data came from the articulate and interested students whereas little additional information was gained from the interviews with students who, we felt, probably would not have chosen to have been interviewed.

Table 12
Number of Students Interviewed in the
Three SUNTEP Centres

	<u>Regina</u>	<u>Prince Albert</u>	<u>Saskatoon</u>
Year 1	4	14	6
Year 2	6	10	8
Year 3	<u>4</u>	<u>--</u>	<u>4</u>
TOTAL	14	24	18

We interviewed all available faculty members at the three centres.

We met with a sample of teachers and principals who had been involved

with the internship experience of Regina and Saskatoon interns. Because Prince Albert is running one year behind the other two centres, no students from that program have yet interned. In lieu of interviewing supervising teachers of interns, we did meet with some teachers and principals who had been involved in the shorter student teacher experiences of the first and second years.

Non-survivors were contacted by telephone using the last-known number in the students' files. If an answer was not obtained on the first dial, the number was rung at least twice at different times of the day. In many instances the number was no longer in service or, if in service, no longer the telephone of the non-surviving student. However, despite these set-backs, five telephone interviews were conducted with non-survivors from the three centres.

In addition to interviewing personnel using the structured interviews, we also had extended conversations with several people whom we felt could provide us with additional information. These comprised instructors of SUNTEP courses from both the Regina and Saskatoon campuses, the head of the Gabriel Dumont Institute, Dr. Kenn Whyte, and personnel in the school board offices of the three cities among whose responsibilities was the placement of SUNTEP students for their school-based experiences.

One member of the evaluation team travelled to Manitoba and interviewed personnel from TEPs at Brandon and Winnipeg. The other evaluator visited the University of Alberta in Edmonton and held conversations with the Director of the native students' centre there.

The evaluators also contacted by telephone staff and evaluators of TEP initiatives in Alberta, British Columbia, Manitoba and Saskatchewan.

Nowhere did we encounter any resistance to sharing information and ideas with us; we are indebted to those who helped us so openly.

Other Data Sources

In addition to the data collected from interviews, much additional information was acquired. The student files were summarized and the university files of students were also abstracted. Reports of evaluations of other native teacher education programs in Western Canada were obtained. In-house documents from SUNTEP were valuable, as were some position papers produced by SUNTEP faculty members. The wider research literature did not prove to be particularly useful but did add somewhat to our understanding of the context within which SUNTEP operates and to illuminate the issues raised in programs similar to SUNTEP.

Analysis of the Data

The validity of interview data is an issue in evaluations of this sort. Whenever possible, we arranged for the triangulation of our information. Thus, we would ask the same question of different groups and note differences in the responses. We would approach the same issue in different ways and again compare responses. Ultimately, the reader of the report is the arbiter on the issue of validity.

Where the interviewees had permitted taping, the interview notes were checked against the tape for accuracy and completeness. At this time, pertinent quotations were extracted from the tapes. The responses to the student interview questions were collated and summary statements prepared. Some of the questions produced information amenable to numerical aggregation but in light of the small sample size these numbers were

used to guide the preparation of the report and were not quoted directly.

In those instances where both evaluators had been present at an interview (especially in the case of the interviews with SUNTEP faculty), the evaluators discussed the interview amongst themselves after the interview. Then one of the team wrote a first draft of the relevant sections of the report based on those interviews and discussed it with the other member. When both were satisfied with the accuracy and validity of the draft, it was polished and fitted into the final report.

The quotations which appear in the report are as close to verbatim as the transfer from the spoken to the written word would permit. Hesitations of speech have been excised. In instances where the context of the conversation provided some missing information, such information has been written in square brackets. Square brackets have also been used to conceal a name or a place which might serve to identify the speaker. The use of quotation marks within a quotation indicates either that the speaker was quoting someone else or that the speaker was putting words into someone else's mouth for the sake of making a point; the context makes it clear which situation pertained.

The Recommendations

We wanted the recommendations to arise from the analysis of data in the report. We feel that in a unique program such as SUNTEP, the decision-maker must be aware of the context from which the recommendation arises; otherwise the point of the recommendation may be missed and an inappropriate decision made. Such a way of writing a report demands more commitment by the decision-maker but this is, we trust, more than offset by the richness of the context in which the decision is made.

For convenience, the recommendations were collected in Chapter II:5. Some summary statements were also presented in that chapter to give a capsule impression of the program. We strongly advocate that this chapter be used only as an aide mémoire and that the report be read in its entirety. SUNTEP deserves that consideration.

APPENDIX A

Structured Interview - Student
(second version)

STRUCTURED INTERVIEW - STUDENT
(2)

Tape _____
Centre _____
Date _____
Time _____
Interviewer _____
Student _____

Which year of the program is
the student concluding

Circle
1 2 3

Thank you very much for taking part in this aspect of the evaluation of SUNTEP. The program was committed to this evaluation at the beginning. We are concerned with how well the program is operating, and so we will not be reporting on any individuals in the program. For example, we will report a general view of what students think, and what suggestions they have for improvement, but we won't say that "Student X said such and such." The emphasis is on improving the program.

We would like to tape these interviews so that we can make more sense of our notes when we analyze them. Nobody outside the evaluation team will hear the tapes and they will be erased no later than one year after we present our report.

Have I your permission to tape this interview?
(If yes, begin taping here)

Yes _____ No _____

1. How did you hear about the SUNTEP program?

Other SUNTEP student _____

SUNTEP field workers _____

Gabriel Dumont literature _____

(pronounced
"Amsis")

Provincial AMNSIS staff _____

AMNSIS local _____

posters, brochures _____

Other (specify) _____

2. You will recall that there was a fairly involved application procedure before you were accepted into the program. I am going to ask you which of the following steps you took and then ask you to comment on whether that particular step caused you any trouble.

	<u>Did the student obtain?</u>		<u>Was there trouble?</u>	
	Yes	No	Yes (reason)	No (reason)
Did you obtain a letter of reference from the AMNSIS Local or the education committee of the Local?	_____	_____	_____	_____
Did you obtain a letter of reference from your Principal or the School Director?	_____	_____	_____	_____
Did you obtain a letter of reference from your past employer?	_____	_____	_____	_____
Did you obtain a letter of reference from someone who knows you very well?	_____	_____	_____	_____
Did you send in a handwritten statement giving your reasons for applying to the program?	_____	_____	_____	_____

I would like to turn now to the SUNTEP program itself and ask you for some of your views on it.

3. Some people feel that SUNTEP should be part of the regular on-campus programs of the two Universities, but other people feel that SUNTEP

3. should be an off-campus program. What are your views on that?

On-campus _____ Off-campus _____

(probe: Why? Why not? What are the advantages, disadvantages of each? Ask specifically about libraries and other resources)

4. If you are like a lot of other students, you have probably found that being a student in SUNTEP doesn't always turn out to be what you imagined or hoped it would be. I'd like to know, first, in what ways being a SUNTEP student is much the same as you thought it would be. Then I'll ask you how it was different from what you thought it would be.

Much the same?

Hard work _____ Working with children _____ Meeting interesting people _____

Other _____

(probe: If all answers have a positive tone, probe for negative.
If all answers have a negative tone, probe for positive.)

) NOT OFFER
IESE

In what ways is being a SUNTEP student different from what you thought it would be?

IC OFFER
IESE

Hard work _____ Working with children _____ Meeting interesting people _____

Other _____

(probe: as above)

5. Some students find that their courses are improved if they have good personal communication with their instructors, whereas other students don't feel the need for this communication.

On the whole, would you say that the courses you have taken from SUNTEP faculty

GIVE ALL THREE
OPTIONS BEFORE
GIVING ANSWER

a) fully meet your needs for personal communication with your instructor? Yes No

b) met quite a few of your needs for personal communication? Yes No

c) fell short of your needs for personal communication? Yes No

On the whole, would you say that the courses you have taken from
University instructors

IVE ALL THREE
PTIONS BEFORE
LLOWING ANSWER

- a) fully met the needs for personal communication with your instructor? Y
- b) met quite a few of your needs for personal communication? Yes No
- c) fell short of your needs for personal communication? Yes No

6. Everyone needs to talk things over from time to time. From whom would you seek help for problems with: Why that person?

- a) studies?
- b) personal problems?
- c) finances?

7. SUNTEP is like the traditional teacher education program at the Universities (for example, both programs lead to the same teaching certificate) but it is also unlike the traditional program in some ways (for example, it is delivered off-campus). Please think about the ways in which you feel the SUNTEP program is like the traditional one. I'll give you a few moments to think about it.
(pause)

In what ways do you feel it is like the regular program?

DO NOT OFFER
'HES'

- a) internship _____ b) same methods courses _____
- c) same evaluation standards _____ d) same instructors _____

NOTE: If the respondent is unable to make comparisons, have him/her comment on each of (a) to (d), i.e., What do you think of . . . ?

Others (probe):

In what ways do you feel SUNTEP is unlike the traditional teacher education program? (offer a few moments to think about this)

OFFER

- a) more support by faculty _____ b) more help in adjusting to academic life _____
- c) more help in adjusting to an urban setting _____
- d) more personal counselling re budget, finances _____
- e) upgrading basic skills _____
- f) more emphasis on teachers' need for cross-cultural skills _____
- g) more emphasis on special needs of native children _____
- h) differing type of internship _____

Others (probe):

8. I am going to read you a paraphrase of one of the goals of SUNTEP. I would like you to think of examples of how the program put this goal into effect, and in what year you feel it was emphasized the most:

"SUNTEP students will acquire cross-cultural skills."

EXPAND AND
EXPLAIN IF
NECESSARY

In what year would you say that it had the most emphasis?

Year
1 2

There is another goal: "Students will apply their cross-cultural skills to help children to learn in the context of their social, cultural and economic situations."

In what year would you say that it had the most emphasis?

Year
1 2

9. One of the biggest problems for all students is finding enough money to live on while they are going to school. I am sure that this is as true for SUNTEP students as it is for other students. Thinking about students in the program you know, would you say that the SUNTEP bursary program in general can best be described as: (Read out all three descriptors before allowing answer.)

Totally inadequate _____ Just enough to live on _____

Enough to remove most money concerns _____

Would that descriptor apply to yourself?

Yes _____ (If "no," ask which one would describe the situation better.)

In general, where does the greatest need for money show itself?

Books ___ Rent ___ Family Support ___ Internship Expenses ___

Others (Probe) _____

Would these needs (in composite) apply to your own situation?

Yes ___ (If "no," ask if there are any that would describe this situation better.)

10. At this stage of your program, please indicate the three features of the program which you have liked the most and the three features you have liked the least.

<u>Most</u>	<u>Least</u>
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

11. During each year of your program you have observed or taught in a school. What do you remember most about these experiences?

Year 1:

Year 2:

Year 3:

(Possibly ask about lesson planning and teaching; discipline; cross-cultural skills; how children learn; whites vs. natives; matching theory with practice, supervision, etc.)

12. Is there anything else you'd like to tell us about the SUNTEP program?
Can you suggest improvements to the years already completed?

Can you suggest improvements to the remainder of your program?

TAPE OFF.

Thank you very much for your help. If we need to clarify some points with you over the summer, how can we get in touch with you.

(_____)

Please don't talk about this interview with students who have yet to be interviewed.

.....

Howard Birnie
College of Education
University of Saskatchewan
343-3697

Alan Ryan
College of Education
University of Saskatchewan
343-3015

APPENDIX B

Structured Interview - Faculty

SUNTEP FACULTY QUESTIONNAIRE

Thank you very much for taking part in this aspect of the evaluation of SUNTEP. We are concerned with how well the program is operating, and so we will not be reporting on any individuals in the program. For example, we will report a general view of what faculty members think, and what suggestions they have for improvement, but we won't say that "Faculty Member X said such and such."

We would like to tape these interviews so that we can make more sense of our notes when we analyze them. Nobody outside the evaluation team will hear the tapes and they will be erased no later than one year after we present our report.

Have I your permission to tape this interview? Yes _____ No _____
(If yes, begin taping here.)

1. When you serve on an interview panel for SUNTEP applicants, what qualities or attributes do you weight most highly?

(If faculty member has not served on an interview panel, ask him/her to speculate on those qualities and attributes he/she would weight most highly.)

DO NOT OFFER THESE

- Firm commitment to the program _____
- Wants to become a teacher _____
- Ability/willingness to work long hours _____ "stickability" _____
- Previous experience working with children _____ in education _____
- Academic qualifications _____

Interest in learning about native culture _____

Interest in serving native people _____

Other (probe)

2. How would you describe your job? Please give rough percentages for the various components of your job, e.g., "teaching 10%."

OFFER THESE
AFTER RES-
PONDENT'S
OWN LIST

Teaching _____

Academic counselling _____

Personal counselling _____

Administration and Meetings _____

Reading, studying and writing _____

3. One of the SUNTEP objectives is to make available "Native teachers who are more sensitive to the educational needs of Native students." How does the program develop this sensitivity in its students?

Are there other ways not being used now whereby this objective could be reached more fully?

4. Some people feel that SUNTEP should be part of the regular on-campus programs of the two Universities, but other people feel that SUNTEP should be an off-campus program. What are your views on that?

On-campus _____ Off-campus _____

(Probe: Why? Why not? What are the advantages, disadvantages of each? Ask specifically about libraries and other resources.)

5. The SUNTEP is like the regular teacher education program at the Universities (for example, both programs lead to the same teaching certificate) but it is also unlike the regular program in some ways (for example, it is delivered off-campus). Please think about the ways in which the SUNTEP program is like the regular one. I'll give you a few moments to think about it.

(Pause)

In what ways do you feel it is like the regular program?

DO NOT OFFER
THESE

- a) internship b) same methods courses _____
c) same evaluation standards _____ d) same instructors _____

NOTE: If the respondent is unable to make comparisons, have him/her comment on each of (a) to (d), i.e., "What do you think of . . ."

Others (probe)

In what ways do you feel SUNTEP is unlike the regular teacher education program? (Offer a few moments to think about this.)

DO NOT OFFER THESE

- a) more support by faculty _____
- b) more help in adjusting to academic life _____
- c) more help in adjusting to an urban setting _____
- d) more personal counselling re budget, finances _____
- e) upgrading basic skills
- f) more emphasis on teachers' need for cross-cultural skills _____
- g) more emphasis on special needs of native children _____
- h) differing types of internship _____

Others (probe)

6. How long have you been involved with the SUNTEP Program?

Years _____

OMIT IF THE
ANSWER TO
QUESTION 6 IS
LESS THAN ONE
YEAR

7. In any developing programs, the roles of the people concerned seem to evolve. What are the major changes you have experienced?

8. Does the administrative organization of SUNTEP allow for effective communication, administration and staff development?

9. In any off-campus Teacher Education Program, the support services are crucial. How would you compare the support services of SUNTEP with those on the two major campuses? Do they remove financial, social and academic barriers?

Academic and personal counselling _____

Library and resources _____

Recruitment process _____

Bursary program _____

Upgrading of students _____

Others:

10. Working conditions are keys to satisfactory professional behaviour. Do the conditions of employment in the SUNTEP centre contribute to your reaching your potential in your job?

(Ask about hiring practices, interstaff and administrative communications, workload, support of faculty improvement, etc.)

11. During each year of the SUNTEP program the students participate in field experiences. How would you rate these experiences?

12. What three features of the SUNTEP program would you rate the best and what three aspects of the program would you rate in need of the greatest improvement?

Best

Need Improvement

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

13. Is there anything else you'd like to tell us about the SUNTEP program?

THANK YOU VERY MUCH FOR YOUR HELP.

APPENDIX C

Structured Interview - Supervising Teacher

STRUCTURED INTERVIEW--SUPERVISING TEACHER

Tape _____

Centre _____

Date _____

Time _____

Interviewer _____

Teacher's Name _____

Intern who was supervised _____

Thank you very much for taking part in this aspect of the evaluation of SUNTEP. We are concerned with how well the program is operating, and so we will not be reporting on any individuals in the program. For example, we may report a general view of what the supervising teachers felt and what suggestions they have for improvement, but we won't say that "Teacher X said such and such."

We would like to tape these interviews so that we can make more sense of our notes when we analyze them. Nobody outside the evaluation team will hear the tapes and they will be erased no later than one year after we present our report.

Have I your permission to tape this interview? YES _____ NO _____

1. How did you come to be a supervising teacher for a SUNTEP student?

I asked to be _____ SUNTEP asked me _____

Principal asked me _____ Other _____

2. (This may be answered in Question 1.) When did you find out that your student was a SUNTEP student and not a student from one of the other internship programs?

3. Had you supervised an intern (from any teacher education program) before?

Yes _____

No _____

(If answer is NO, JUMP TO QUESTION 6)

4. Which program did your previous interns belong to?

regular _____

other _____

5. Compared with other intern(s) you have supervised, how would you rate the SUNTEP

intern on:

SUGGEST
THE
RESPONSE
CATEGORIES

a) Academic preparation for teaching the assigned subjects?

Not as well-prepared _____ About as well-prepared _____ Better prepared _____

Comments:

b) Pedagogical skills (e.g., lesson planning, classroom management)?

Not as well-prepared _____ About as well-prepared _____ Better prepared _____

Comments:

c) Professional demeanour (e.g., being on time, neat and tidy, etc.)?

Not as well-prepared _____ About as well-prepared _____ Better prepared _____

Comments:

d) Growth in these skills over the period of the internship?

Not as well-prepared _____ About as well-prepared _____ Better prepared _____

Comments:

(JUMP TO QUESTION 7)

6. FOR TEACHERS WHO HAVE NOT SUPERVISED INTERNS BEFORE.

You probably had expectations of how adequately interns should perform in the classroom at that stage of their training. How well did the intern meet your expectations in these areas:

a) Academic preparation for teaching the assigned subjects?

Not as well-prepared ____ About as well-prepared ____ Better prepared ____

Comments:

b) Pedagogical skills (e.g., lesson planning, classroom management)?

Not as well-prepared ____ About as well-prepared ____ Better prepared ____

Comments:

c) Professional demeanour (e.g., being on time, neat and tidy, etc.)?

Not as well-prepared ____ About as well-prepared ____ Better prepared ____

Comments:

d) Growth in these skills over the period of the internship?

Not as well-prepared ____ About as well-prepared ____ Better prepared ____

Comments:

REMAINING QUESTIONS TO BE ANSWERED BY ALL INTERVIEWEES

7. I'd like to ask you now about your perceptions of the purpose of the SUNTEP program.

DO NOT OFFER THESE

a) What do you feel are its main goals?

help native people become teachers _____ provide role models for students _____

help urban schools _____ other _____

b) Do you feel that the requirements for a teaching certificate through the SUNTEP program, when compared to the requirements through the regular program, are:

OTHER THESE

more stringent _____ just about equivalent _____ less stringent _____

PROBE FOR REASONS FOR ANSWER

8. One of the goals of SUNTEP is: "Students will apply their cross-cultural skills to help children to learn in the context of their social, cultural and economic situations."

Please give any examples you can recall where your intern was able to apply these cross-cultural skills in the classroom.

9. You have told me quite a bit about the SUNTEP program. Which were your principal sources of information?

The intern _____ SUNTEP faculty _____ University faculty _____

The principal _____ Other _____

10. Is there anything else you'd like to tell us about the SUNTEP program? Can you suggest any improvements in the internship experience?

Thank you very much for your help.

APPENDIX D

Structured Telephone Interview -
Non-surviving Student

NON-SURVIVOR PHONE INTERVIEW

Centre: _____

Student Name: _____

Date: _____

Interviewer: _____

My name is _____

I am one of a team of people who are doing an assessment of the SUNTEP program for the Deparement of Education. We are interested in what you can tell us about your experiences with the program. What you tell us will remain strictly confidential. Your name was given to us by the people at the (Regina, Saskatoon, P.A.) SUNTEP centres.

In what year did you begin the program?

1980 _____
1981 _____
1982 _____

For how long did you stay in the program? _____

What did you especially like about the program?

What did you especially not like about the program?

What were your main reasons for deciding not to continue in the program?

That is all of my questions. Is there anything else you would like to tell me about your experiences with SUNTEP?

THANK YOU VERY MUCH.