

A COMPARISON OF SELECTED OBJECTIVES FOR EIGHT
OR NINE WEEK STUDENT TEACHING PROGRAMS AND
TWELVE TO EIGHTEEN WEEK STUDENT TEACHING
PROGRAMS IN HOME ECONOMICS EDUCATION

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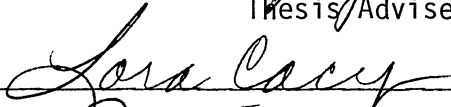
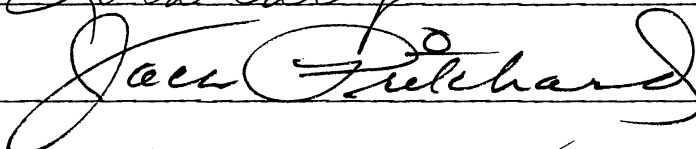
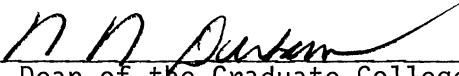
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CHAPTER I

INTRODUCTION

Student teaching is that part of the preservice program offered by teacher education institutions which involves the observation, participation, and actual teaching done by a student preparing for the teaching profession under the direction of a supervising teacher (18). This phase has been described by many as the most meaningful experience of the preservice program. During this time the student puts theory into practice and becomes a student of teaching. Because of the importance that is attached to student teaching, many studies have been done to recommend ways for evaluation and improvement of existing programs.

The recommendation has been made by some teacher educators to lengthen the shorter student teaching programs to at least one entire semester of full-time student teaching (17) (21) (41). One means of appraising such suggestions for improvement of student teaching programs is to consider each recommendation in relation to the objectives of the programs. These objectives state the aims or purposes of student teaching and what can be gained by the student teacher from this experience. Objectives are necessary for the selection, regulation, and direction of all aspects of the student teaching program so that all of the experiences will be well designed and integrated. Before recommendations can be implemented into any student teaching program, thought must be given as to whether or not the accomplishment of the objectives will be aided.

The most desirable length for a student teaching program is one factor upon which there is no universal agreement. This is evidenced by the number of different lengths of programs in practice at the many institutions of higher learning which offer teacher education in this country. Student teaching programs vary in length from half of a term (quarter, trimester, or semester) to a full term, to an entire year of internship. Student teachers may be in the public schools from a few hours a day to the entire day in programs of each length. The student teaching program at Oklahoma State University's Department of Home Economics Education is currently a half-semester program of full-time student teaching. The first half of the semester is devoted to course work involving practice in the use of methods, materials, and media; the last seven weeks are spent by the students in selected public schools throughout the state of Oklahoma.

Statement of the Problem

In considering changing from half-semester to full-semester student teaching programs, the objectives of each length of program need to be examined in order to discern whether or not there is a difference between the two because the objectives determine what experiences are included during each program. Does the longer time period include more and different objectives, and therefore experiences, or only allow more time in which to accomplish the same objectives as the half-semester program?

The purpose of this study is to determine if there are differences in the objectives for programs using the two different time periods and to determine what changes are or could be involved in a change from the

shorter program to the longer program. This information can be used in deciding which objectives related to expected student teacher experiences to include for full-semester or full-term student teaching programs, if and when such a change is considered by institutions providing teacher education.

Objectives of the Study

In order to accomplish the purpose of this study, the following objectives were formulated:

1. To determine the objectives related to expected student teacher experiences for student teaching programs in which student teachers spend eight or nine weeks student teaching in the public schools.
2. To determine the objectives related to expected student teacher experiences for student teaching programs in which student teachers spend twelve or more weeks student teaching in the public schools.
3. To determine if differences exist between the objectives included for each of these lengths of student teaching programs.
4. To determine which objectives, if any, were added by schools having full-semester programs when a change was made from a shorter program.
5. To determine which objectives, if any, would be added or changed by the shorter programs if consideration were being given to changing to a full-semester program.
6. To determine which objectives would require additional experiences for better achievement, and if additional time would be required for this.

Limitations of the Study

The following limitations were placed on this study:

1. The sample included only colleges and universities having secondary teacher education programs in home economics in the nine states included in Regions VI and VII, as defined by the U. S. Department of Health, Education, and Welfare.
2. The student teaching programs studied were limited to 41 eight or nine week full-time programs and five 12 week to 18 week full-time programs.
3. Questionnaires were mailed only to the directors of these student teaching programs for home economics education.
4. The objectives included in the instrument for the study were limited to ten selected areas of general objectives for student teaching programs.
5. The objectives included in the instrument were limited to only those which concerned the student teacher's experiences in the secondary public schools.

Definition of Terms

Student teacher: a college student who is acquiring practical teaching experience and skill under the guidance of a supervising teacher (18).

Student teaching: the observation, participation, and actual teaching done by a student preparing for teaching under the direction of a supervising teacher; that part of the preservice program during which the student takes increasing responsibility for the work with a

given group of learners over a period of consecutive weeks (18).

Student teaching, full-time: a student teaching assignment in which the student teacher is assigned to a school for the entire school day, usually daily and for a stipulated period of weeks (18).

Supervising teacher: an experienced teacher employed in the local school system to work with high school students and to supervise college students during their student teaching experience (18).

College supervisor: a staff member of the college or university who regularly visits or observes student teachers (18).

Cooperating school: an off-campus school whose facilities are used for student teaching in the programs of teacher education; not an integral part of the teacher education institution itself, but by agreement, provides opportunities for student teaching (18).

Participation: the act, on the part of a student of education, of assuming various responsibilities in the classroom as an introduction or prerequisite to actual teaching (18).

Observation: the act or process of observing conditions or activities as a means of gathering descriptive or quantitative data (18).

Objective: aim, end in view, or purpose of a course of action or a belief; that which is anticipated as desirable in the early phases of an activity and serves to select, regulate, and direct later aspects of the act so the total process is designed and integrated (18).

Procedure of the Study

The researcher completed the following procedures to achieve the objectives of this study:

First, the researcher reviewed the literature and research related to the areas of recommendations for improvement of teacher education concerning student teaching; the history of student teaching; educational objectives; and objectives for student teaching programs in order to form a theoretical background and to identify objectives for use in the instruments for this study. Since no instruments were available to gather the information sought by the study objectives, the researcher undertook the development of two instruments. A list of objectives was obtained from the literature and research reviewed. These were organized into ten general objective areas based upon the organization of an instrument used by Cope (11) in a research study of student teaching objectives done in England. This list of objectives was used for both the instrument sent to the directors of the eight and nine week student teaching programs and the instrument sent to the directors of the 12 week or longer programs. Three open-ended questions were developed for the questionnaire sent to the shorter programs and two open-ended questions were developed for the questionnaires sent to the longer programs.

Secondly, to further develop the questionnaires and to test for validity and clarity, three directors of student teaching programs at Oklahoma State University were asked to review the questionnaires. Several revisions were made based upon the recommendations received.

Thirdly, the sample to be included in this study was selected from the colleges and universities having home economics education programs in the nine states included in Regions VI and VII, as defined by the U. S. Department of Health, Education, and Welfare. A list of 79 institutions was compiled from Home Economics in Institutions Granting

Bachelor's or Higher Degrees, 1970-1971 by Harper and Woteki (22). A one page questionnaire was sent to these institutions to obtain the name of the person in charge of the student teaching program for home economics education; the length of the student teaching program at each institution; whether or not a change in the length of the program had been made or was under consideration; and the willingness to participate in the study. Following an analysis of the results received, 49 institutions were chosen and the questionnaires were mailed.

After receiving a 66 percent return of the questionnaires, the data was tabulated by hand and analyzed for prevailing patterns of response according to each of the objectives. Comparisons were made between the objectives checked by the eight and nine week program directors and the objectives checked by the twelve week or longer program directors. Additional comments made by the participating directors were noted for inclusion in the chapter of the presentation and analysis of the data. Conclusions were drawn from the analysis of the data.

Summary

This chapter has presented the significance of the problem, the statement of the problem, the objectives of the study, limitations of the study, definition of terms, and the procedure used to fulfill the objectives. Chapter II presents a review of the literature and research. Chapter III includes the procedure followed to achieve the objectives, and Chapter IV presents the analysis of the data obtained by the questionnaires. The summary, conclusions, and recommendations are presented in Chapter V.

CHAPTER II

REVIEW OF LITERATURE

Introduction

In order to gain a theoretical background on student teaching and to identify objectives associated with student teaching programs, it was necessary for the researcher to review the literature and research related to several areas. These areas of the literature included selected historical influences on student teaching, educational objectives, objectives of student teaching programs, and the lengths of student teaching programs.

Selected Historical Influences on Student Teaching

A brief overall review was conducted in the area of the history of student teaching in order to understand some of the influences through history which changed student teaching and the purposes, goals, and objectives associated with student teaching.

Johnson (27) gave an excellent brief history of student teaching. According to this author, the earliest antecedents of American student teaching began in Europe during the middle ages with apprenticeships under master teachers. These apprenticeships involved the concept of learning by doing, but unlike contemporary student teaching, they were the entire teacher training program rather than being part of a teacher education program as is student teaching.

Johnson credited Jean Baptiste de la Salle with establishing the first normal school in the 1680's which included an elementary laboratory school for the purpose of practice teaching. This author specified that, when student teaching is defined as that part of pre-service education which provides practical teaching experience under the close supervision of an experienced teacher, then Jean Baptiste de la Salle could be called the "father of student teaching" (27).

The importance of the European influence was shown when Johnson (27) stated that nearly all of the early educational ideas and practices in the American colonies were transplanted from Europe. There were other influences, too, after practice teaching was established in the United States. The establishment of a normal school in 1823 by Samuel Hall signaled the beginning of practice teaching in this country. Johnson credited the Oswego Normal School, which was established in 1861, with influencing American education, teacher training, and practice teaching more than any other single school in the history of the country because of the introduction of the Pestalozzian method of teaching (27). This was one of the influences which came from Europe, and it emphasized the humanization of education through the need to be concerned about the student and to better understand the learning process. Along this same line, another European influence was introduced into American teacher education at Normal, Illinois. This movement was called Herbartianism and emphasized the importance of the method of instruction, which placed heavy emphasis upon practice teaching as a way to develop skills in the method of teaching (27). The changes these two influences made in the purposes, goals, and objectives of student teaching can still be seen today in current student teaching programs.

There were other developments and changes which continued through the next decades. The next influence on student teaching which the researcher felt was of importance to the changing of student teaching goals and objectives occurred in the 1920's with the advent of the requirement of practice teaching for certification by some states. Also, during the 1920's, an increase in the use of off-campus practice teaching occurred and was partially due to the fact that the teacher education schools could no longer handle all of the practice teachers. Another reason for the change was a feeling that the public schools provided a more typical teaching situation for the practice teachers (3).

This trend away from using the campus laboratory schools and toward using off-campus public schools during the period from 1932 to 1952 was supported by Rucker (39). In conducting a 20-year study, Rucker noted other changes in student teaching which included, among other trends: (1) student teaching as a full-time experience; (2) more off-campus experiences in student teaching, including community experiences in the locale where the teaching was performed; and (3) increasing the time allotment given to student teaching and to other laboratory activities of teacher education. The forty-first yearbook of the Association for Student Teaching (3) listed some trends in recent years which have effected changes in student teaching. These included the professional semester or block containing both course work and student teaching, and the expansion of student teaching programs into the public schools. All of these changes had implications for the purposes, goals, and objectives of student teaching programs.

Educational Objectives

Hall (20) described an objective as no more than a guide that is used to determine a course of action, the objective being the ultimate outcome of the directed action. Mager (31) discussed the need for objectives in order to evaluate a course or program efficiently because objectives give a basis for selection of appropriate materials, content, instructional methods, and learning experiences. He stated that objectives also provide the student with a means of evaluating his own progress along the route to instruction and enable the student to organize his efforts into relevant activities. Educational objectives have been classified into three categories which include: (1) cognitive, or those objectives dealing with knowledge and intellectual skills and abilities; (2) affective, or those objectives dealing with interests, attitudes, and values; and (3) psychomotor, or those objectives dealing with manipulative skills and abilities. Each of these categories has been further developed into a taxonomy or classification system; the cognitive domain by Bloom (6), the affective domain by Krathwohl (29), and the psychomotor domain by Simpson (42).

The cognitive domain of educational objectives as developed by Bloom (6) was divided into six sections which included objectives dealing with knowledge, comprehension, application, analysis, synthesis, and evaluation. The knowledge category differs from the others in that remembering is the major psychological process involved, while in the other categories remembering and recall are only part of a much more complex process of relating, judging, and reorganizing data. The category concerning comprehension requires that students, when confronted with a communication, know what is being communicated and be able to

make some use of the material and ideas contained in the communication. The application category goes one step further in requiring the student to correctly put a communication into use. Analysis emphasizes the breakdown of material into its component parts and the detection of relationships of the parts and the way they are organized. Synthesis, on the other hand, requires the putting together of elements and parts so as to form a whole. This generally involves the recombination of parts of previous experiences with new material into a new whole. Evaluation, the last category, involves some combination of the other five categories with criteria including values. Specifically, evaluation requires the making of judgments about the value of ideas, works, solutions, material, and so on. It also provides the link between the cognitive domain and the affective domain.

The affective domain of the taxonomy of educational objectives, as developed by Krathwohl (29), deals with objectives concerning interests, attitudes, and values. This domain was divided into five categories which include receiving, responding, valuing, organization, and characterization by a value or value complex. At the receiving level the learner is sensitized to the existence of certain phenomena. The responding category involves the student being not just willing to attend to or receive stimuli, but actively attending to a phenomena. The third section, valuing, requires a student to consider that a phenomenon or behavior has worth and to internalize the value. The category concerning organization requires the organization of values into a system so that a value is relevant in more than one situation. The characterization by a value or value complex concerns the level of internalization of values by a student such that his behavior is controlled according to these values.

The last domain of educational objectives was the psychomotor domain developed by Simpson (42). This domain was divided into five sections including perception, set, guided response, mechanism, and complex overt response. Perception involves the process of becoming aware of objects, qualities, or relations via the sense organs. Set requires a preparatory adjustment or readiness by the student for a particular kind of action or experience. The category concerning guided response involves the overt behavioral act by an individual under the guidance of an instructor. The mechanism level of this domain requires a learned response becoming habitual with the learner attaining a degree of skill and confidence in the performance of an act. The last category, complex overt response, requires the individual to perform a motor act which is considered complex because the movement pattern requires a high degree of skill, smoothness, and efficiency.

In each of these classification sets, the organization is from the more simple performance to the more complex performance as prescribed by the objectives written for each section. If the reader wishes a more detailed discussion of these taxonomies, the references can be found in the selected bibliography.

Objectives of Student Teaching Programs

A review of the literature concerned with the objectives of student teaching programs revealed that little research has been done on this particular subject. Lack of information in the area of student teaching objectives has contributed to the criticism of this phase of teacher education. According to Merrill (33):

One of the most severe condemnations of student teaching programs is the fact that the profession does not fully agree on what the program is supposed to accomplish Of course, there is general assumption that the program is supposed to prepare the student teacher to assume full teaching responsibility in an actual classroom setting. This is obvious but does not constitute an operationally defined purpose Until specific learning objectives for the student teaching program can be defined and verified by producing desirable pupil response, student teaching is apt to have little quality in fact (p. 19).

The importance of and the need for research in the area of student teaching objectives is further supported by Albert Yee (55) in the following statement:

Little attention has been given to the identification of factors that significantly determine the nature of outcomes in student teaching experiences. Not knowing for sure what really matters in student teaching, very little empirical research has been conducted to explain how it affects the candidate in his professional development. Until much greater knowledge is sought and found concerning what variables really matter and how they affect behavior, systematic improvements in student-teaching programs will be unlikely (p. 96).

This lack of clear definition of objectives and its relation to the confusion or lack of congruency in student teaching programs currently existing surfaced as part of a study done by Cosper (13). Cosper reported that in many cases the directors of student teaching programs were uncertain about the goals and purposes of student teaching. The response he received from the directors resulted in this summary of objectives: (1) development of teaching competencies through actual experiences; (2) development of professional attitudes; (3) development of rapport with children and youth; and (4) integration of classroom theory with practices. According to the previous statements by Merrill and Yee, these objectives as they are stated are not well defined with regard to the outcome desired, nor to any means of determining whether or not accomplishment of the objectives is attained. Another set of

objectives to which this observation would apply was obtained in a study done by Woodruff (54). The three objectives most often described as the principal purposes of the student teaching experience included: (1) to develop skill in teaching; (2) to develop insights about schools and children; and (3) to bring all other aspects of training into integration.

A basis for the objectives that were found in the literature is given in the thirty-fifth yearbook of the Association for Student Teaching, Four Went to Teach (2):

Wide and varied experiences are the very heart of the student teaching program. Here the student has the opportunity to try out many of the things he has read and heard about and seen. He learns through direct experience to observe the results of his actions and to evaluate their effectiveness. By trying himself out in many kinds of activities, he discovers his own capabilities and needs. By living the life of a teacher for several weeks in the student teaching situation, he comes to recognize and appreciate the responsibilities and opportunities of his chosen profession.

The student needs to have a chance to do things in his own way He needs to be encouraged to think through his own objectives and to develop the procedures which will most effectively promote the achievement of those objectives.

Along with opportunities for participation in a wide variety of professional activities goes the need for constant and skillful guidance in evaluating the results of those experiences The aim of the guidance process must always be to give the student confidence and security in his activities while constantly helping him to set for himself higher goals and to recognize superior levels of achievement (p. 8).

Several sources listed objectives specifically for student teaching programs. Bennie (5) listed the following objectives for student teaching:

1. The student teacher should develop deeper insight and understanding of the mental, emotional, social, and physical development of boys and girls.
2. The student teacher should learn how to select, organize, and present classroom work in a variety of ways.

3. The student teacher should learn to develop and maintain a healthful, democratic, workable environment in the classroom.
4. The student teacher should become familiar with the total role of the teacher in and out of the classroom.
5. The student teacher should learn how to collect, interpret, and use data in the evaluation of pupil and group growth.
6. The student teacher should develop self-confidence to the point where he can do a creditable job of teaching (p. 15).

Cosper listed these same objectives plus the following objectives in his study of selected aspects of student teaching (13):

1. To provide actual classroom experience for prospective teachers,
2. To provide teaching-learning experiences in a controlled classroom situation under the direct supervision of experienced teachers,
3. To help prospective teachers develop social skills and emotional maturity,
4. To provide prospective teachers with an opportunity to formulate a sound philosophy of education,
5. To inculcate in prospective teachers a sense of community responsibility,
6. To provide prospective teachers with a basis upon which an intelligent choice of a profession can be made,
7. To provide an opportunity for prospective teachers to develop the ability and attitude of self-appraisal,
8. To keep the teacher-education program close to the teacher situation,
9. To meet certification requirements,
10. To orient the prospective teacher to inservice education as a continuing process of professional growth and development (p. 40).

The following objectives were listed for the Home Economics teacher education program at Oklahoma State University in the Report of Teacher Education at Oklahoma State University (38):

1. Ability to relate homemaking education to a total school program and to the improvement of home and family life.
2. Understanding of the contributions which other areas can make to education for home and family.
3. Ability to cooperate with other teachers and community members and to contribute leadership in planning for and providing family life education.
4. Ability to plan and develop a home economics education program which is adapted to the needs of pupils at different stages of their development and in line with family and community needs.
5. Ability to help individuals and families grow through school, home, and community experiences, in developing understandings and skills in the solution of family life problems.
6. Ability to apply in one's own living basic principles in such areas as management, art, psychology, economics, and science.
7. Understanding and judgment in various aspects of personal and family living sufficient to command the respect of students, parents, and colleagues.
8. Ability to maintain a homemaking department that exemplifies principles of good management, cleanliness, and attractiveness and is consistent with the needs and economic status of pupils and families in the community.
9. Discrimination in selection and use of resource materials in the areas of home economics.
10. Active participation in professional organizations and conferences concerned with improving family life education (p. 8).

Finally, in a survey of teaching practice made in 1966-1967 by Griffiths and Moore (19), nine aims of practice teaching were identified and they included: (1) the reception of students into and by the schools; (2) development of personal relationships between school staff and colleges; (3) the gradual inception into teaching of student teachers; (4) the study of children by student teachers; (5) the learning of teaching skills; (6) the evaluation of teaching; (7) the testing of

educational theory; (8) the determination of the suitability of student teachers for the profession of teaching; and (9) the exchange of ideas between student teacher and the cooperating teacher.

Two research studies on the objectives of student teaching programs were located during the review of the literature. The first of these two studies was conducted in England by Cope (11), and was part of a larger study. In this study Cope analyzed the objectives of teaching practice as perceived by students, college staff, and cooperating teachers in the practice schools of two colleges of education and was able to present an idea of the comparative importance attached to various objectives by the three groups of participants.

The first stage of the study consisted of gathering a body of objectives for use in the instrument. Cope interviewed 109 teachers (78 primary, 31 secondary) in the schools used by the two colleges for teaching practice, 72 students from the two colleges, and 34 staff members. From the discussions, Cope developed statements of objectives which were organized under seventeen headings. These objectives were then rated by the three groups as to their ranking of importance. The questionnaires were answered by 109 cooperating teachers, 297 students, and 71 college staff. From the analysis of the results of the data, two conclusions were drawn. The first was that students, college staff, and cooperating teachers operate a closely similar system of values when considering the objectives of teaching practice. The second conclusion was that within the closely similar sets of values significant differences of emphasis exist between the three groups.

Nine of the seventeen objective headings used in Cope's questionnaire were related to the experiences expected to be had by the student

teachers. These objectives are listed as follows:

1. To provide the student teacher with an opportunity of establishing an appropriate teacher-pupil relationship with children.
2. To provide the student with an opportunity for theory to be applied in the practical situation and to assist him, where necessary, to make the difficult discrimination between inappropriate theory and the inadequate implementation of sound theory.
3. To provide an opportunity for evaluating the student's potential as a teacher and suitability for the teaching profession.
4. To provide the student with an experience of success in the teaching situation so that he acquires confidence.
5. To provide an opportunity in the practical teaching situation for the extension and deepening of the student's self-knowledge.
6. To provide the student with practical experience in schools which will reveal some of the problems of discipline and enable him to develop personal methods of control.
7. To provide the student with opportunities for developing powers of organization.
8. To provide an opportunity for the student to develop and display qualities of adaptability and sensitivity appropriate to the school situation.
9. To provide the student with an opportunity of becoming part of the school community, familiarizing himself with its practices and entering into appropriate professional relationships with its adult members, the most significant of which is his relationship with the class/subject teacher (pp. 24-26).

The second study involving the objectives of student teaching programs was conducted by Tittle (51) at the City University of New York in 1969. The results of her study are based upon the responses of 2,180 student teachers, 248 college supervisors of student teachers, 2,128 cooperating teachers, and 698 school administrators. These people were asked to rate a list of eight commonly-expressed objectives for student teaching programs as to their ranking of importance. The eight

objectives included: Experimentation, Integration of Previous Experiences, Professional Identification, Developing of Self-Confidence, Application of Theory, Understanding of Minority Groups, Learning School Routines, and Self-Evaluation of Effectiveness. The results of the survey showed that there were differences among the four groups in the objectives given the highest percentages of ratings as most important. Developing self-confidence was the objective rated as most important by the students and the cooperating teachers, while the college supervisors and school administrators rated the application of theory as most important. Three of the groups, student teachers, college supervisors, and cooperating teachers, rated learning school routines as least important, while the school administrators rated experimentation as the objective they considered least important. The general overall conclusion reached was that there was considerable diversity among the four groups in their expectations for the student teaching experience.

The Length of Student Teaching Programs

The length which is desirable for a student teaching program is one factor upon which there is no universal agreement. Kuhl (30) has stated that the question of time devoted to student teaching has been answered in a number of ways by colleges and universities engaged in teacher education. In the study by Woodruff (54), mentioned earlier in this chapter, several aspects of student teaching were covered. With respect to the length of student teaching at the institutions queried, Woodruff's results showed that the majority of programs covered either one term of school, full-time (118 out of 369), or one full term of school, half-time (121 out of 369). Only 71 out of the 369 participating

student teaching programs covered one-half term of school, full-time.

The preferences of cooperating teachers among different time patterns of student teaching were studied by Kuhl (30). The results of the study were based on 144 out of the 208 questionnaires which were mailed out.

These results showed that more than 90 per cent of the cooperating teachers were in favor of some system involving the student teacher's presence in the classroom during the entire school day for a semester or its equivalent.

Another study by Renfro (37) made reference to the student teaching program at Northeastern State University at Tahlequah, Oklahoma, which changed to a full semester of full-time student teaching in 1962. He explained that the change was made on the assumption that a longer student teaching experience will result in a better trained teacher. Renfro further stated that, although some research was done as to the desirability of the extended student teacher experience, it was primarily concerned with the evaluation of the longer time period by administrators and cooperating teachers who were almost unanimous in their agreement in favor of the longer program.

Further support for a longer period of time spent in the classroom was found in a review of the literature on recommendations for improving student teaching which were made by several teacher educators. The dominant trend of suggestions made by these teacher educators was that the observation and participation aspects of student teaching should begin much earlier in the teacher education program rather than being limited only to the student teaching experience. The length of the student teaching program in these recommendations was at least one full

term of full-time student teaching. The idea behind the earlier experiences and longer time in the schools was that, hopefully, students who are not committed to the teaching profession will be discouraged early in the program and drop out. The students who continue, theoretically, will be better prepared through extensive exposure to their future profession (16) (17) (21) (40).

Summary

Chapter II has presented a review of the literature concerning selected historical influences on student teaching, educational objectives, objectives of student teaching programs, and the length of student teaching programs. Chapter III will present the procedure followed in conducting this study.

CHAPTER III

PROCEDURE

The major purpose of this study was to attempt to determine if there are differences in the objectives for student teaching programs in which the student teachers spend eight or nine weeks in the public schools and the objectives for programs in which the students spend 12 or more weeks in the public schools student teaching. This study was also conducted to determine what changes are or could be involved in a change from the shorter program length to the longer program length. The objectives of this study were to: (1) determine the objectives included for the student teaching phase of home economics education programs which are eight and nine weeks in length or 12 or more weeks in length; (2) determine if differences exist in the objectives included for the two lengths; (3) determine which objectives, if any, were added by the longer programs in changing from a shorter program; (4) determine which objectives would be added by the shorter programs in considering a longer program length; and (5) determine which objectives would require additional experiences for better achievement and if additional time would be needed to accomplish this.

Selection of the Sample

The population of this study consisted of selected directors of student teaching for home economics education at colleges and

universities in the nine states included in Regions VI and VII as defined by the U. S. Department of Health, Education, and Welfare. These states included Arkansas, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, and Texas. A list of 79 institutions was compiled from those included in Home Economics in Institutions Granting Bachelor's or Higher Degrees, 1970-1971 by Harper and Woteki (22).

A one-page questionnaire was developed and sent to these 79 institutions in a presurvey to better define and limit the sample included in the study. This information questionnaire requested the name of the person in charge of the student teaching program for home economics education at each institution. Other information requested included the number of weeks the student teachers spend in the public schools; whether the programs were full-time (full day) or part-time (half of a day); and whether the number of weeks comprised a full quarter, half of a quarter, a full semester, or half of a semester. The full-term programs were asked if a change in length had been made some time previously from a shorter program. The half-term programs were asked if consideration was being given to changing to a longer program. The last question inquired as to the willingness of the person given in the first question to participate in the study. The presurvey questionnaire and letter of transmittal were mailed October 11, 1974, and requested a return by October 25, 1974 (see Appendix B on page 87 and Appendix C on page 91).

A return of 84 per cent of the questionnaires was received and analyzed. From the results of the analysis, a total of 49 institutions were selected as the sample of this study. Of the 49 full-time student teaching programs, 41 were eight and nine weeks in length and eight programs were 12 or more weeks in length. These colleges and

universities are listed in Appendix A on pages 84-86 with the names of the persons in charge of the student teaching programs for home economics education for each institution.

Development of the Instruments

Because there was no questionnaire available with which to accomplish the objectives of this study, two were developed by the researcher. One questionnaire was developed for the student teaching programs eight or nine weeks in length and one was developed for the programs 12 or more weeks in length. A review of the literature was conducted to obtain a working background on student teaching and to obtain objectives of student teaching programs as well for items to be included in the instruments. A list of objectives was compiled from several sources including Bennie (5), Cosper (13), Cope (11), and the Report of Teacher Education at Oklahoma State University (38). These objectives were then organized into ten categories or general objective areas dealing with selected aspects of what is to be accomplished by the student teacher during the student teaching experience. These general objective areas included: (1) teacher-pupil interaction and relationships; (2) application of theory in the practical situation; (3) student teacher self-evaluation; (4) successful experiences leading to confidence in teaching; (5) increasing the student teacher's self-knowledge; (6) development of personal methods of control and discipline; (7) development of patterns of organization; (8) adaptability and sensitivity to the school situation; (9) becoming part of the community; and (10) acquiring the professional role of a teacher. The first nine general objective areas were patterned after nine general objectives used in a research

questionnaire by Cope (11). The tenth general objective area was developed by the researcher to incorporate certain objectives accumulated from the review of literature and which did not fit in the nine other categories.

This list of objectives was used as the main section for the questionnaires sent to the directors of student teaching for home economics programs of both lengths. Spaces were provided on the left side of the objectives on both questionnaires for the participants of the study to check the objectives pertaining to their current student teaching programs. The questionnaire for the eight or nine week programs provided spaces on the right side of the objectives for checking those which the participants would consider adding if they were making a change to a longer student teaching program. Three open-ended questions were developed to fulfill objectives five and six of the study. The questionnaire for the 12 week or longer programs provided spaces to the right of the objectives for checking those which were added to the current student teaching program when it was changed from a shorter length. Two open-ended questions were developed for this questionnaire to achieve objective six of the study.

When the two questionnaires were completed, as well as the direction sheets for each, three directors of student teaching programs at Oklahoma State University were asked to review the instruments for clarity and validity. As a result of this evaluation, the researcher made several adjustments in the phraseology of one objective, both of the direction sheets, and all of the open-ended questions for both instruments.

After the corrections were made, the questionnaires, the direction sheets, and the accompanying letters (see Appendix B and Appendix C) were printed and then mailed on January 15, 1975. After four weeks, 60 per cent of the questionnaires were returned by the institutions having eight or nine week student teaching programs and 62 per cent of the questionnaires were returned by the 12 week or longer programs. On February 14, 1975, postcards were mailed to all of the participants, expressing appreciation for their cooperation and asking that the remaining questionnaires be returned by February 21, 1975. Of the remaining questionnaires, four more were returned by the shorter program directors for a total of 68 per cent; no more were returned by the longer program directors.

Analysis of the Data

Upon the return of 28 questionnaires by the directors of the eight and nine week student teaching programs and five questionnaires by the directors of the 12 week or longer programs, the responses were hand tabulated and recorded according to each of the two groups of programs. The data for the eight and nine week programs was grouped according to the current program objectives, the objectives for addition in considering a longer program, the objectives needing additional experience for better achievement, and comments by the student teaching directors. The data accumulated from the 12 week or longer programs was organized into groups including the current program objectives, the objectives added when a change to a full-semester program was made, the objectives suggested for addition to current programs, the objectives needing additional experiences, and comments made by the student teaching directors.

The percentages used in this analysis were found by dividing the number of responses to each objective by the total number of programs responding to each section of the two questionnaires. The percentages were compared for patterns of response within each group of programs as well as between the two groups of programs. The percentages of the responses to each objective by each of the two groups of programs were also compared to determine if and where differences existed. Tables were developed for the sections on the current program objectives, the objectives suggested for addition to a longer program, and the objectives needing additional experiences for better achievement.

Summary

Chapter III has described the procedure of the research study. Information has been included concerning the selection of the sample, the development of the instruments, and the analysis of the data. Chapter IV will include the presentation of the data and the analysis of the data.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

This chapter includes the presentation and analysis of the data gathered through the use of two questionnaires. The results of the one page information questionnaire are also given. These questionnaires and the accompanying letters of transmittal are included in Appendix B and Appendix C on pages 87 and 91.

Of the 79 one page information questionnaires mailed, 66 (84%) were completed and returned. Of the institutions having entirely full-time student teaching programs, one program was seven weeks in length, 41 were eight or nine weeks, two were ten weeks, two were eleven weeks, three were twelve weeks, two were fifteen weeks, and three were eighteen weeks in length. Six institutions had student teaching programs which were entirely part-time and which lasted from fifteen to eighteen weeks. Of the other six institutions returning the information questionnaire, five combined eight or nine weeks of full-time student teaching with eight to eighteen weeks of part-time student teaching. The last institution had a two semester program in which the students spend three hours a day in the public schools. Of the 42 institutions having nine week or shorter full-time student teaching programs, only one indicated that a change to a longer program was under consideration and two institutions indicated they were either undecided or not immediately considering such a change. Five of the eight institutions having 12

or more weeks of full-time student teaching indicated that a change from a shorter program had been previously made.

In an attempt to accomplish the objectives of this study an analysis of the data gathered was made. The objectives formulated for this study included: (1) to determine the objectives of eight and nine week student teaching programs; (2) to determine the objectives for 12 to 18 week student teaching programs; (3) to determine if differences exist between the objectives included for each of these two lengths of programs; (4) to determine which objectives, if any, were added by the longer programs when a change was made from a shorter length program; (5) to determine which objectives, if any, would be added by the shorter programs if consideration were being given to changing to a full-semester program; and (6) to determine which objectives of current programs would require additional experiences by the student teacher for better achievement, and if additional time would be required for this.

The analysis of the data was made by tabulating the total responses to each section of the two questionnaires. This involved tabulating 28 questionnaires for the eight and nine week student teaching programs and five questionnaires for the 12 week or longer programs. The percentages used in this analysis were found by dividing the number of responses to each statement by the total number of directors responding to the questionnaire being analyzed. The analysis of the data presented in this chapter is discussed in an attempt to show relationships between the objectives included for each length of program and changes which might be involved in changing from the shorter length to the longer length. One factor which should be kept in mind concerning the

comparison of the objectives of the two groups of programs is the total number of participants involved for each group; 28 directors for the eight or nine week student teaching programs versus five directors for the 12 week or longer programs.

The data accumulated from the questionnaires is presented in the order in which the objectives are stated on the previous page. The discussion of the data pertaining to the first three study objectives is presented under the subtitle of current objectives of student teaching programs. The remaining data is divided into sections concerning the objectives added by one full-semester program, the objectives considered for addition in changing to a semester program, and the objectives needing additional experiences for better achievement. The last section presents additional comments made by the directors of the student teaching programs.

Current Objectives of Student Teaching Programs

The list of objectives included in the two questionnaires used in this study was divided into ten general objective categories. The discussion of the objectives in this section was organized by these ten groupings. The six objectives included under the general objective category of teacher-pupil interaction and relationships received a wide range of responses (39% to 100%) from the 28 directors of the eight and nine week student teaching programs which returned the questionnaire. The complete tabulation of the responses given to each objective in this group by both lengths of programs is shown in Table I on page 33. Nine (32%) of the eight and nine week program checked all of the objectives in this category as current objectives for their student

teaching programs. Three of the programs which did not check the first four objectives in this group, which concerned the analysis by the student teacher of the pupils emotional, social, mental, and physical development, indicated by written in comments that these objectives were included only at the awareness level for their student teachers. The same pattern of responses to the objectives in this category appeared for the five institutions having 12 week or longer student teaching programs, with the first four objectives receiving lower percentages of responses. Objective I-D (analyze the physical development of pupils) received the lowest response as a current objective by both groups of programs (39% and 60%). Objective I-F (develop relationships of respect and liking with pupils) was checked by 100% of the directors of both lengths of programs. Three (60%) of the five directors of the 12 week or longer student teaching programs checked all of the objectives in this group as current program objectives. Two additional objectives were written in, one each, by two directors of the eight or nine week programs. These objectives stated that the student teacher should analyze the overall personal development of individual students and exhibit interest and concern for all students and give help and encouragement.

The second general objective category included in the questionnaire listed five objectives pertaining to the application of theory in the practical situation. The number of responses by the eight and nine week program directors was higher for each objective in this group than for those in group I. The tabulation of the results of the two questionnaires for this group of objectives is given in Table II on page 35. Of the 28 institutions responding to these objectives, 16 (57%) checked

TABLE I
CURRENT STUDENT TEACHING PROGRAM OBJECTIVES RELATED TO TEACHER-PUPIL
INTERACTION AND RELATIONSHIPS

Category I	8-9 Week Programs		12+ Week Programs	
	Number*	%	Number**	%
The student teacher will:				
A. analyze the emotional development of individual pupils	12	43	4	80
B. analyze the social development of individual pupils	14	50	4	80
C. analyze the mental development of individual pupils	16	57	4	80
D. analyze the physical development of individual pupils	11	39	3	60
E. analyze the individuals in relation to their total environment	18	64	5	100
F. develop relationships of respect and liking with pupils	28	100	5	100

* Total number of eight and nine week student teaching programs responding to the questionnaire - 28

** Total number of 12 week or longer student teaching programs responding to the questionnaire - 5

all of the objectives in this category as current program objectives. The responses tabulated for the 12 week or longer programs differed mainly from the eight and nine week program responses for objectives II-C (collect, interpret, and use data to evaluate pupil and group growth) and II-E (try out material and media based on theoretical approaches). While objective II-C was marked by only 75% of the eight and nine week program directors, it was indicated as a current objective by 100% of the longer program directors. Objective II-E also received one of the lowest responses (75%) from the eight and nine week programs, but this objective also received the smallest number of responses for the 12 week or longer programs with 60%, an even smaller percentage than that of the shorter programs. The other three objectives in this group were checked by a comparable percentage of the programs in both groups. Three (60%) of the directors of the longer student teaching programs checked all five of the objectives in group II as pertaining to their current student teaching programs. No additional objectives were written in for this group of objectives by either group of student teaching programs.

The third general objective category presented in the questionnaire included four objectives related to student teacher self-evaluation. The percentages of responses by both groups of student teaching programs were quite similar for all four objectives and are shown in Table III on page 36. Responses of 89% and 93% were given to the four objectives by the eight and nine week program directors. Of the 12 week or longer programs, all five, or 100%, of the directors checked all of the objectives in group III as current program objectives. The writer interpreted the high response to this group of objectives by both groups of

TABLE II
CURRENT STUDENT TEACHING PROGRAM OBJECTIVES RELATED TO THE APPLICATION OF
THEORY IN THE PRACTICAL SITUATION

Category II	8-9 Week Programs		12+ Week Programs	
	Number*	%	Number**	%
The student teacher will:				
A. test individual theories, practices, and ideas which were evolved in college courses	23	82	4	80
B. relate theories of learning and child development in the public school classroom	27	96	5	100
C. collect, interpret, and use data to evaluate pupil and group growth	21	75	5	100
D. apply in the classroom, the methodology of teaching basic skills and certain subject areas	28	100	5	100
E. try out material and media based on theoretical approaches	21	75	3	60

* Total number of eight and nine week student teaching programs responding to the questionnaire - 28

** Total number of 12 week or longer student teaching programs responding to the questionnaire - 5

TABLE III
CURRENT STUDENT TEACHING PROGRAM OBJECTIVES RELATED TO
STUDENT TEACHER SELF-EVALUATION

Category III	8-9 Week Programs		12+ Week Programs	
	Number*	%	Number**	%
The student teacher will:				
A. acquire a basis for furthering the decision of choosing teaching as a profession	25	89	5	100
B. discover if she (he) experiences satisfaction from teaching	26	93	5	100
C. determine if she (he) enjoys being in the school environment	26	93	5	100
D. determine if she (he) is capable of promoting successful learning activities with pupils	25	89	5	100

* Total number of eight and nine week student teaching programs responding to the questionnaire - 28

** Total number of 12 week or longer student teaching programs responding to the questionnaire - 5

programs as an indication of the importance of this area to student teaching regardless of the length of the program. Of the eight and nine week program directors, 23 out of 28 (82%) checked all four of these objectives as current program objectives. One additional objective requiring the student teacher to analyze her own capabilities and weaknesses was added by a director of a shorter program. Another objective was written in as an extension of objective III-B (discover if she experiences satisfaction from teaching) for the student teacher to discover if satisfaction is received from all of the responsibilities involved in teaching. This additional objective was given by one of the directors of the longer programs.

The fourth category contained seven objectives related to successful experiences leading to confidence in teaching. Table IV on page 38 gives the results of the responses to the objectives in this category. As with group III, a high number of responses were given by the eight and nine week programs, except for objective IV-B (engage in individualized experiences in areas of weaknesses). This objective was indicated as a current objective by 68% of the directors compared to 93% to 100% for the other objectives. Of the 28 respondents, 19 (68%) checked all of the objectives in this category as current objectives and seven (25%) checked all of the objectives except IV-B. The 12 week or longer programs also had a high response (80% to 100%) to all of the objectives in this group. Objectives IV-C (gain confidence from the approval of other adults in a professional situation) and objective IV-E (gain confidence from the pupils enjoyment of an experience the student teacher provided) were checked by a higher percentage of the directors for the shorter programs than they were by the directors of the longer

TABLE IV
CURRENT STUDENT TEACHING PROGRAM OBJECTIVES RELATED TO SUCCESSFUL EXPERIENCES
LEADING TO CONFIDENCE IN TEACHING

Category IV	8-9 Week Programs		12+ Week Programs	
	Number*	%	Number**	%
The student teacher will:				
A. gain confidence from perceiving evidences of learning by pupils	27	96	5	100
B. engage in individualized experiences in areas of weaknesses	19	68	4	80
C. gain confidence from the approval of other adults in a professional situation	26	93	4	80
D. gain confidence by satisfactorily handling school routine	27	96	5	100
E. gain confidence from the pupil's enjoyment of an experience the student teacher provided	27	96	4	80
F. use constructive suggestions given by the supervisor or cooperating teacher to make self-improvements	27	96	5	100
G. gain confidence by effectively communicating with individuals and groups in a variety of experiences	28	100	5	100

* Total number of eight and nine week student teaching programs responding to the questionnaire - 28

** Total number of 12 week or longer student teaching programs responding to the questionnaire - 5

programs. As with groups I and II, three (60%) of the directors of the 12 week or longer programs checked all of the objectives in this category as current program objectives. This was a lower percentage in comparison to the 68% of the shorter programs which checked all of the objectives. This category of objectives did not have any additional objectives written in by any of the respondents to both questionnaires.

The fifth group of objectives pertained to increasing the student teacher's self-knowledge and generally received a high response for including these objectives as current program objectives. The only objective receiving a noticeably lower number of responses from the eight and nine week program directors was V-A (formulate a sound theory of education) with 64%. The complete responses are shown in Table V on page 40. Fifteen (54%) of the directors checked all of the objectives in this group, while eight directors checked all of the objectives except for V-A. It is the opinion of the researcher that part of the low response to objective V-A could be due to the manner in which it is stated because there were three programs which did not react at all to this objective in any section of the questionnaire. All five of the directors of the 12 week or longer student teaching programs checked all five of the objectives in group V for a 100% response. Again, no additional objectives were written in by either group of programs.

The six objectives included in group VI were related to the development of personal methods of control and discipline by the student teacher. The results of the tabulation of the data for this category are given in Table VI on page 42. Overall, both groups of programs responded in a like manner to each of the objectives in this category. Both groups gave a lower number of responses to objectives VI-B (learn

TABLE V
CURRENT STUDENT TEACHING PROGRAM OBJECTIVES RELATED TO INCREASING THE
STUDENT TEACHER'S SELF-KNOWLEDGE

Category V	8-9 Week Programs		12+ Week Programs	
	Number*	%	Number**	%
The student teacher will:				
A. formulate a sound theory of education	18	64	5	100
B. recognize the importance of the continuing process of extending her (his) knowledge, development, and professional growth through in-service education	23	82	5	100
C. learn how to deal with personal reactions towards pupils	27	96	5	100
D. modify or utilize habits of voice, gesture, or movement revealed in the classroom	28	100	5	100
E. improve her (his) attitudes towards herself (himself), her (his) pupils, and the subject matter she (he) teaches	27	96	5	100

* Total number of eight and nine week student teaching programs responding to the questionnaire - 28

** Total number of 12 week or longer student teaching programs responding to the questionnaire - 5

how to contain the aggressive or destructive impulses of groups or individuals) and VI-C (insure that noise remains at a level congruent with administrative desires). For objective VI-C, it is the researcher's opinion again that this particular manner of stating the objective may have been responsible for the lower percentage of responses. Two directors of the shorter programs placed question marks next to this objective, while one director indicated a negative reaction to the objective as stated. Of the eight and nine week program respondents, 64% checked all of the objectives in this category; 21% of the respondents checked all of the objectives except objective VI-C. The lower responses given to objectives VI-B and VI-C by the directors of the 12 week or longer programs were at 80%. The other three objectives were checked by 100% of the longer programs. Four of these programs (80%) checked all of the objectives in this category as current student teaching program objectives. No additional objectives were included for this group of objectives by either group of programs.

The seventh set of objectives concerned the development of patterns of organization by the student teacher. Six of the seven objectives were checked by 86% or more of the 28 responding directors of the eight and nine week student teaching programs as current objectives. The full results are listed in Table VII on page 43. Objective VII-F (learn to organize extended sequences of work) received the lowest response of this group with 68%. As with group VI, 64% of the 28 schools checked all seven objectives in group VII, while 18% checked all of the objectives except VII-F. The 12 week or longer programs checked all seven objectives for a 100% response to this category. The difference in the responses of the two groups of programs to objective

TABLE VI
CURRENT STUDENT TEACHING PROGRAM OBJECTIVES RELATED TO DEVELOPMENT OF
PERSONAL METHODS OF CONTROL AND DISCIPLINE

Category VI	8-9 Week Programs		12+ Week Programs	
	Number*	%	Number**	%
The student teacher will:				
A. develop the ability to motivate pupils and hold their interest and attention for appropriate periods of time	28	100	5	100
B. learn to contain the aggressive or destructive impulses of groups or individuals	25	89	4	80
C. insure that noise remains at a level congruent with administrative desires	20	71	4	80
D. channel the energies of pupils constructively	27	96	5	100
E. develop the ability to retain ultimate control while allowing for appropriate initiative by pupils	26	93	5	100
F. try out various procedures for engaging the pupils' cooperation	27	96	5	100

* Total number of eight and nine week student teaching programs responding to the questionnaire - 28

** Total number of 12 week or longer student teaching programs responding to the questionnaire - 5

TABLE VII
CURRENT STUDENT TEACHING PROGRAM OBJECTIVES RELATED TO DEVELOPMENT
OF PATTERNS OF ORGANIZATION

Category VII	8-9 Week Programs		12+ Week Programs	
	Number*	%	Number**	%
The student teacher will:				
A. take responsibility for the organization of equipment and materials	24	86	5	100
B. organize classes into appropriate working units	27	96	5	100
C. organize subject matter so that it becomes significant to pupils	27	96	5	100
D. learn to organize the keeping of notebooks and records	25	89	5	100
E. take part in organizing the smooth flow of daily school events	25	89	5	100
F. learn to organize extended sequences of work	19	68	5	100
G. develop and maintain a healthful, democratic, workable environment in the classroom	27	96	5	100

* Total number of eight and nine week student teaching programs responding to the questionnaire - 28

** Total number of 12 week or longer student teaching programs responding to the questionnaire - 5

VII-F (68% and 100%) suggested to the researcher that more time is needed to accomplish this objective during student teaching. Two additional objectives were written in by two directors of the eight and nine week programs. One program suggested an objective requiring the student teacher to develop learning activities for use with home economics curriculum guides. The other program director stated an objective for the student teacher to identify education trends and implications which have relevance for home economics programs.

Group VIII encompassed ten objectives dealing with the student teacher's adaptability and sensitivity to the school situation. Of these ten objectives, nine of them received responses by 82% or more of the eight and nine week program directors, with objective VIII-E (gain experience in different types of schools) receiving only an 11% response. The three programs which included objective VIII-E as a current objective, also checked all of the other objectives in this group. Another 54% of the student teaching directors for the shorter programs checked all of the objectives in this group except for VIII-E. Table VIII on page 45 lists the complete tabulation of the responses of both groups of programs. Of the 12 week and longer programs, 100% of the directors checked all of the objectives in this group except for VIII-E, VIII-F (adapt her procedures to the physical conditions of specific schools), and VIII-G (develop adaptability in her treatment of pupils). The latter two objectives, F and G, received a smaller percentage of responses by the longer programs than by the shorter programs (86% and 93% respectively). Two of the longer programs checked all ten objectives in group VIII, while two other programs checked all but VIII-E. One additional objective was written in by a shorter

TABLE VIII
CURRENT STUDENT TEACHING PROGRAM OBJECTIVES RELATED TO ADAPTABILITY AND
SENSITIVITY TO THE SCHOOL SITUATION

Category VIII	8-9 Week Programs		12+ Week Programs	
	Number*	%	Number**	%
The student teacher will:				
A. adapt methods to the needs of different groups of pupils	28	100	5	100
B. use a variety of instructional materials and improvise when necessary	28	100	5	100
C. participate in a wide variety of school activities	23	82	5	100
D. select educational experiences which relate to the age, previous knowledge, cultural background, and community background of pupils	25	89	5	100
E. gain experience in different types of schools	3	11	3	60
F. adapt her (his) procedures to the physical conditions of specific schools	24	86	4	80
G. develop adaptability in her (his) treatment of pupils	26	93	4	80
H. develop adaptability in responding to unexpected situations	27	96	5	100
I. develop the ability to cope with the physical demands of teaching	27	96	5	100
J. develop ways of responding to the demands imposed by her (his) own expectations of herself (himself) as a teacher	25	89	5	100

* Total number of eight and nine week student teaching programs responding to the questionnaires - 28

** Total number of 12 week or longer student teaching programs responding to the questionnaire - 5

student teaching program director requiring the student teacher to observe an adult education experience. Another program from the eight and nine week group indicated that objective VIII-E was accomplished during pre-student teaching experiences.

Except for the first four objectives in group I, the objectives in group IX received the lowest overall response as a whole category. These five objectives concerned the student teacher's becoming part of the community. The complete results of the responses by both groups of programs are given in Table IX on page 47. Of the 28 student teaching directors, seven (25%) checked all of the objectives in group IX, while three directors (11%) checked none of the objectives in this category. Of the shorter program directors, 18% checked all of these objectives except for IX-D (work with members of the community to determine the needs of the pupils). The 12 week or longer program directors also gave an overall lower response to the entire group of objectives with all five objectives receiving an 80% response. Of these five program directors, three (60%) checked all five objectives as being current program objectives, while one program checked only IX-A (develop a sense of community responsibility). No additional objectives were written in by either group of programs.

The six objectives in group X concerned the student teacher's acquiring the professional role of a teacher. The responses for this category are shown in Table X on page 49. The eight and nine week programs gave high responses to the objectives in this category, except for X-D (develop an awareness of the relationship of the school to the associate groups such as local education authorities...), which was checked as a current objective by 79% of the respondents. Of the 28

TABLE IX
CURRENT STUDENT TEACHING PROGRAM OBJECTIVES RELATED TO
BECOMING PART OF THE COMMUNITY

Category IX	8-9 Week Programs		12+ Week Programs	
	Number*	%	Number**	%
The student teacher will:				
A. develop a sense of community responsibility	19	68	4	80
B. interact with the parents of her (his) pupils	20	71	4	80
C. work with members of the community to determine the needs of the pupils	12	43	4	80
D. familiarize herself (himself) with all possible resources in the community	20	71	4	80
E. partake in community activities and functions	19	68	4	80

* Total number of eight and nine week student teaching programs responding to the questionnaire - 28

** Total number of 12 week or longer student teaching programs responding to the questionnaire - 5

shorter programs, 22 (79%) checked all of the objectives in this group and 14% checked all but X-D. The five directors of the 12 week and longer programs checked all of the objectives in this category as being current program objectives for a 100% response to the entire group. Again, this indicated to the researcher that more time is needed to accomplish these objectives during student teaching. One shorter program director added an objective for the student teacher to integrate a code of ethics into the professional role.

In taking an overall look at the entire list of objectives included in the questionnaire, several factors appear. Of the 28 eight and nine week student teaching program directors participating in this study, three (11%) checked all of the objectives in the entire list as current program objectives except for VIII-E (gain experience in different types of schools), while three more programs (11%) checked all of the objectives except for a combination of VIII-E and one other objective. Of the five participating directors of the 12 week or longer programs, one checked all of the objectives in the list as current objectives; one other director checked all of the objectives except for II-E (try out material and media based on theoretical approaches). In reviewing the percentage comparisons of the objectives checked by the two groups of program directors, there were two notable factors which appeared. Of the 61 objectives included in the list, 11 objectives were separated by a percentage spread difference between the two groups of 20% or more. These 11 objectives include: I-A (analyze the emotional development of individual pupils); I-B (analyze the social development of individual pupils); I-C (analyze the mental development of individual pupils); I-D (analyze the physical development of individual pupils); I-E (analyze

TABLE X
CURRENT STUDENT TEACHING PROGRAM OBJECTIVES RELATED TO ACQUIRING
THE PROFESSIONAL ROLE OF A TEACHER

Category X	8-9 Week Programs		12+ Week Programs	
	Number*	%	Number**	%
The student teacher will:				
A. familiarize herself (himself) with the organization of the school system, its rules and regulations, and the day to day routine	28	100	5	100
B. develop professional relationships with and work with other student teachers, faculty members, school staff members, and administrative members	26	93	5	100
C. become familiar with professional organizations and attend meetings	28	100	5	100
D. develop an awareness of the relationship of the school to the associate groups such as local education authorities, parents . . .	22	79	5	100
E. develop personal qualities desirable in a teacher such as tact, patience, firmness, enthusiasm, emotional maturity . . .	28	100	5	100
F. accept the responsibility for her (his) actions in the classroom	28	100	5	100

* Total number of eight and nine week student teaching programs responding to the questionnaire - 28

** Total number of 12 week or longer student teaching programs responding to the questionnaire - 5

individuals in relation to their total environment); II-C (collect, interpret, and use data to evaluate pupil and group growth); V-A (formulate a sound theory of education); VII-F (try out various procedures for engaging the pupils' cooperation); VIII-E (gain experience in different types of schools); IX-C (work with members of the community to determine the needs of the pupils); and X-D (develop an awareness of the relationship of the school to the associate groups such as local education authorities, parents, and others). There were, on the other hand, seven objectives for which the percentage of responses was greater by the shorter program directors than by the longer program directors. These objectives included: II-A (test individual theories, practices, and ideas which were evolved in college courses); II-E (try out material and media based on theoretical approaches); IV-C (gain confidence from the approval of other adults in a professional situation); IV-E (gain confidence from the pupils' enjoyment of an experience the student teacher provided); VI-B (learn to contain the aggressive or destructive impulses of groups or individuals); VIII-F (adapt her procedures to the physical conditions of specific schools); and VIII-G (develop adaptability in her treatment of pupils).

Objectives Added by One Full-Semester Program

The column to the right of the objectives in the questionnaire sent to the full-term student teaching programs provided space for checking the objectives which were added when the program length was increased from a shorter program length. Of the five participating programs having 12 week or longer student teaching programs, only one program director responded by checking objectives in this column. The researcher

recognizes that possibly the other programs were not changed from a shorter program length or that the change may have been made beyond the memory of the current staffs of the four institutions. Therefore, the information for this area of the questionnaire will simply be presented here without analysis or discussion. A total of sixteen objectives from the entire list were added by the institution and are listed as follows:

- II-C collect, interpret, and use data to evaluate the pupil and group growth,
- II-E try out material and media based on theoretical approaches,
- III-B discover if she (he) experiences satisfaction from teaching,
- IV-D gain confidence by satisfactorily handling school routine,
- IV-F use constructive suggestions given by the supervisor or the cooperating teacher to make self-improvements,
- IV-G gain confidence by effectively communicating with individuals and groups in a variety of experiences,
- V-A formulate a sound theory of education,
- V-D modify or utilize habits of voice, gesture, or movements revealed in the classroom,
- VI-F try out various procedures for engaging the pupils' cooperation,
- VII-D learn to organize the keeping of notebooks and records,
- VIII-A adapt methods to the needs of different groups of pupils,
- VIII-C participate in a wide variety of school activities,
- IX-B interact with the parents of her (his) pupils,
- IX-C work with members of the community to determine the needs of the pupils,

IX-D familiarize herself (himself) with all possible resources in the community, and

IX-E partake in community activities and functions.

Objectives Suggested for Addition in Considering
a Change to a Longer Program

The column to the right of the list of objectives in the questionnaire sent only to the 28 eight and nine week student teaching programs provided spaces for each director to check the objectives not currently a part of their program which they would consider adding to the present objectives if a change to a longer program were being considered. Since several objectives in each of the ten categories in the list of objectives received responses in this area, the discussion is organized according to each of the ten categories.

The first group of objectives, which dealt with teacher-pupil interaction and relationships, received a high overall response as a category. The first five objectives in this group were checked by from six to ten directors. These objectives required the student teacher to analyze the emotional, social, mental, and physical development of pupils and to analyze the individuals in relation to their total environment. The number of programs checking each objective and the corresponding percentage of the total number (28) of participating programs is shown in Table XI on page 53. A pattern was noticed by the researcher throughout the responses in this area to the objectives; the objectives receiving the lower percentages of response as current objectives most often received the higher numbers of responses as objectives considered by the directors for addition to current programs in making a change to a longer

TABLE XI
OBJECTIVES SUGGESTED FOR ADDITION IN CONSIDERING
A CHANGE TO A LONGER PROGRAM

Category I	Number*	Percent
I. Teacher-Pupil Interaction and Relationships		
The student teacher will:		
A. analyze the emotional development of individual pupils	9	32
B. analyze the social development of individual pupils	8	29
C. analyze the mental development of individual pupils	6	21
D. analyze the physical development of individual pupils	10	36
E. analyze the individuals in relation to their total environment	6	21
F. develop relationships of liking and respects with pupils	0	**

* Total number of eight and nine week student teaching programs responding to the questionnaire - 28

** Objective was checked by 100% of the 28 program directors as a current objective.

student teaching program. This is not to say, though, that all of the programs which did not check a particular objective as a current objective necessarily checked that objective for addition to a longer program because there were directors who did not react at all to some of the objectives.

Of the five objectives in the second category, which was related to the application of theory in the practical situation, only one, II-C (collect, interpret, and use data to evaluate pupil and group growth), was checked by a number of programs. This objective was checked by seven (25%) of the directors as being considered for addition to objectives for a longer program. This same objective received one of the lower responses (75%) of this group as a current objective. The total tabulation of responses for the objectives in this group is shown in Table XII on page 55.

The third category of objectives, which concerned student teacher self-evaluation, received a high number of responses as being current objectives and therefore received a very low response in this section of the questionnaire. The responses to the objectives in group III are shown in Table XIII on page 56. One program director wrote in an objective for addition to a longer program. The objective suggested that the student teacher do all or some of the objectives in this group in a variety of school situations and in a variety of subject areas.

The only objective in the fourth category of objectives, which dealt with successful experiences leading to confidence in teaching, that received much response for consideration as an objective to be added to a longer program was IV-B (engage in individualized experiences in areas of weaknesses). This objective received a low response (68%)

TABLE XII
OBJECTIVES SUGGESTED FOR ADDITION IN CONSIDERING
A CHANGE TO A LONGER PROGRAM

Category II	Number*	Percent
II. Application of Theory in the Practical Situation		
The student teacher will:		
A. test individual theories, practices, and ideas which were evolved in college courses	2	7
B. relate theories of learning and child development in the public school classroom	1	4
C. collect, interpret, and use data to evaluate pupil and group growth	7	25
D. apply in the classroom, the methodology of teaching basic skills and certain subject matter	0	**
E. try out materials and media based on theoretical approaches	4	14

* Total number of eight and nine week student teaching programs responding to the questionnaire - 28

** Objective was checked by 100% of the 28 program directors as a current objective.

TABLE XIII
OBJECTIVES SUGGESTED FOR ADDITION IN CONSIDERING
A CHANGE TO A LONGER PROGRAM

Category III	Number*	Percent
III. Student Teacher Self-Evaluation		
The student teacher will:		
A. acquire a basis for furthering the decision of choosing teaching as a profession	2	7
B. discover if she (he) experiences satisfaction from teaching	0	***
C. determine if she (he) enjoys being in the school environment	0	***
D. determine if she (he) is capable of promoting successful learning activities with pupils	1	4

* Total number of eight and nine week student teaching programs responding to the questionnaire - 28

*** Objective was checked by less than 100% of the 28 program directors as a current objective.

as a current objective; it was checked by six (21%) of the directors as an objective to be added in a change to a longer program. The results of the responses to this category of objectives is included in Table XIV on page 58.

The fifth category of objectives, which related to increasing the student teacher's self-knowledge, had two objectives which received a number of responses as objectives for addition to current ones in changing to a longer period of student teaching. Objective V-A (formulate a sound theory of education) received six responses for 21%, while objective V-B (recognize the importance of the continuing process of extending her knowledge, development, and professional growth through in-service education) was checked by five directors for an 18% response. These two objectives also had the lowest responses for this group as current objectives (64% for V-A and 82% for V-B). The complete results for this category are presented in Table XV on page 59.

The six objectives in the sixth category concerned the development of personal methods of control and discipline by the student teacher and showed a relatively low response as a group as objectives for addition to current programs in changing to a longer program. The one objective in this category which received a low response as a current objective, VI-C (insure that noise remains at a level congruent with administrative desires), also received a low response in this section of the questionnaire with only one director checking this objective for addition to current objectives for a longer program. As stated in the previous section under current objectives for student teaching programs, it is the researcher's opinion that part of the reason for the low response to objective VI-C could be due to the manner in which it is stated. The

TABLE XIV
OBJECTIVES SUGGESTED FOR ADDITION IN CONSIDERING
A CHANGE TO A LONGER PROGRAM

Category IV	Number*	Percent
IV. Successful Experiences Leading to Confidence in Teaching		
The student teacher will:		
A. gain confidence from perceiving evidences of learning by pupils	1	4
B. engage in individualized experiences in areas of weaknesses	6	21
C. gain confidence from the approval of other adults in a professional situation	1	4
D. gain confidence by satisfactorily handling school routine	1	4
E. gain confidence from the pupils' enjoyment of an experience the student teacher provided	0	***
F. use the constructive suggestions given by the supervisor or cooperating teacher to make self-improvements	1	4
G. gain confidence by effectively communicating with individuals and groups in a variety of experiences	0	**

* Total number of eight and nine week student teaching programs responding to the questionnaire - 28

** Objective was checked by 100% of the 28 program directors as a current objective.

*** Objective was checked by less than 100% of the 28 program directors as a current objective.

TABLE XV
OBJECTIVES SUGGESTED FOR ADDITION IN CONSIDERING
A CHANGE TO A LONGER PROGRAM

Category V	Number*	Percent
V. Increasing the Student Teacher's Self-Knowledge		
The student teacher will:		
A. formulate a sound theory of education	6	21
B. recognize the importance of the continuing process of extending her (his) knowledge, development, and professional growth through in-service education	5	18
C. learn how to deal with personal reactions towards pupils	1	4
D. modify or utilize habits of voice, gesture, or movement revealed in the classroom	0	**
E. improve her (his) attitudes towards herself (himself), her (his) pupils, and the subject matter she (he) teaches	1	4

* Total number of eight and nine week student teaching programs responding to the questionnaire - 28

** Objective was checked by 100% of the 28 program directors as a current objective.

complete results of the responses to the objectives in this category are shown in Table XVI on page 61.

The objectives in group VII involved the development of patterns of organization by the student teacher, and the responses to these seven objectives are given in Table XVII on page 62. Objective VII-F (learn to organize extended sequences of work), which received a low response of 68% as a current objective, was checked by eight (29%) of the program directors as an objective to be added in changing to a longer student teaching program. All of the other objectives in this group were indicated by one to three program directors for addition to a longer student teaching period.

The objective receiving the largest number of responses in this area of the questionnaire came from group VIII, which related to the adaptability and sensitivity of the student teacher to the school situation. This objective, VIII-E (gain experience in different types of schools), was checked by 23 (82%) of the directors for addition to current objectives in changing to a longer program. This same objective received the lowest response (11%) of all of the objectives in the entire list as a current objective. The complete results of the responses to this category of objectives is tabulated in Table XVIII on page 63. Two additional objectives were written in by two directors as objectives to be included in a longer program. One objective suggested the student teacher participate in an adult education experience, while the other objective provided for the student teacher to cooperate with an additional cooperating teacher with a different style.

The ninth category of objectives had a fairly high response as a group of objectives to be added to current objectives in a change to a

TABLE XVI
OBJECTIVES SUGGESTED FOR ADDITION IN CONSIDERING
A CHANGE TO A LONGER PROGRAM

Category VI	Number*	Percent
VI. Development of Personal Methods of Control and Discipline		
The student teacher will:		
A. develop the ability to motivate pupils and hold their interest and attention for appropriate periods of time	0	**
B. learn to contain the aggressive or destructive impulses of groups or individuals	2	7
C. insure that noise remains at a level congruent with administrative desires	1	4
D. channel the energies of pupils constructively	0	***
E. develop the ability to retain ultimate control while allowing for appropriate initiative by pupils	2	7
F. try out various procedures for engaging the pupils' cooperation	1	4

* Total number of eight and nine week student teaching programs responding to the questionnaire - 28

** Objective was checked by 100% of the 28 programs directors as a current objective.

*** Objective was checked by less than 100% of the 28 program directors as a current objective.

TABLE XVII
OBJECTIVES SUGGESTED FOR ADDITION IN CONSIDERING
A CHANGE TO A LONGER PROGRAM

Category VII	Number*	Percent
VII. Development of Patterns of Organization		
The student teacher will:		
A. take responsibility for the organization of equipment and materials	3	11
B. organize classes into appropriate working units	1	4
C. organize subject matter so that it becomes significant to pupils	1	4
D. learn to organize the keeping of notebooks and records	1	4
E. take part in organizing the smooth flow of daily school events	3	11
F. learn to organize extended sequences of work	8	29
G. develop and maintain a healthful, democratic, workable environment in the classroom	1	4

* Total number of eight and nine week student teaching programs responding to the questionnaire - 28

TABLE XVIII
OBJECTIVES SUGGESTED FOR ADDITION IN CONSIDERING
A CHANGE TO A LONGER PROGRAM

Category VIII	Number*	Percent
VIII. Adaptability and Sensitivity to the School Situation		
The student teacher will:		
A. adapt methods to the needs of different groups of pupils	0	**
B. use a variety of instructional materials and improvise when necessary	0	**
C. participate in a wide variety of school activities	4	18
D. select educational experiences which relate to the age, previous knowledge, cultural background, and community background of pupils	3	11
E. gain experience in different types of schools	23	82
F. adapt her (his) procedures to the physical conditions of specific schools	4	14
G. develop adaptability in her (his) treatment of pupils	1	4
H. develop adaptability in responding to unexpected situations	1	4
I. develop the ability to cope with the physical demands of teaching	0	***
J. develop ways of responding to the demands imposed by her (his) own expectations of herself (himself) as a teacher	2	7

* Total number of eight and nine week student teaching programs responding to the questionnaire - 28

** Objective was checked by 100% of the 28 program directors as a current objective.

*** Objective was checked by less than 100% of the 28 program directors as a current objective.

longer program. These five objectives dealt with the student teacher's becoming part of the community, and also received the lowest overall response as a group for being current program objectives (43% to 71%). The number of program directors checking these objectives in this area of the questionnaire ranged from six (21%) to twelve (43%). The complete results are shown in Table XIX on page 65.

The last category of objectives concerned the student teacher's acquiring the professional role of a teacher. Objective X-D (develop an awareness of the relationship of the school to the associate groups such as local education authorities, parents, and others), which received a response of 79% as a current objective, was checked by five directors or 18% of the responding programs for addition in changing to a longer program. These objectives and the responses are presented in Table XX on page 66.

The observation was made that the objectives which received the greater number of responses throughout the list as objectives to be added to current programs in considering a change to a longer period of student teaching generally are the same objectives which had the lowest responses as current objectives by both the eight and nine week student teaching programs and the 12 week or longer programs. These objectives (to be added for a longer program) also included the objectives listed in the previous section of this chapter (pages 49 and 50) as those that have a 20% difference or more in the percentages of responses by the eight and nine week program directors and the responses by the 12 week and longer program directors.

An open-ended question was included on the questionnaire sent to the directors of the 12 week and longer programs, asking them to list

TABLE XIX
OBJECTIVES SUGGESTED FOR ADDITION IN CONSIDERING
A CHANGE TO A LONGER PROGRAM

Category IX	Number*	Percent
IX. Becoming Part of the Community		
The student teacher will:		
A. develop a sense of community responsibility	7	25
B. interact with the parents of her (his) pupils	7	25
C. work with members of the community to determine the needs of the pupils	12	43
D. familiarize herself (himself) with all possible resources in the community	6	21
E. partake in community activities and functions	8	29

* Total number of eight and nine week student teaching programs responding to the questionnaire - 28

TABLE XX
OBJECTIVES SUGGESTED FOR ADDITION IN CONSIDERING
A CHANGE TO A LONGER PROGRAM

Category X	Number*	Percent
X. Acquiring the Professional Role of a Teacher		
The student teacher will:		
A. familiarize herself (himself) with the organization of the school system, its rules and regulations, and the day to day routine	0	**
B. develop professional relationships with and work with other student teachers, faculty members, school staff members, and administrative members	2	7
C. become familiar with professional organizations and attend meetings	0	**
D. develop an awareness of the relationship of the school to the associate groups such as local education authorities, parents . . .	5	18
E. develop personal qualities desirable in a teacher such as tact, patience, firmness, enthusiasm, emotional maturity . . .	0	**
F. accept the responsibility for her (his) actions in the classroom	0	**

* Total number of eight and nine week student teaching programs responding to the questionnaire - 28

** Objective was checked by 100% of the 28 program directors as a current program objective.

any of the objectives not checked as being current objectives which they would consider adding to their current programs. Only one program director listed specific objectives and those were IX-B (interact with the parents of her pupils) and IX-D (familiarize herself with all possible resources in the community). Another director wrote an additional objective for the student teacher to become familiar with various occupational programs in home economics. A third director commented that some of the objectives already checked could use additional time and attention, but did not specify which objectives these were.

Objectives Needing Additional Experiences for Better Achievement

An open-ended question was included on both questionnaires sent to the participants asking the directors which of their current objectives checked on the list of the objectives needed additional experiences by the student teacher in order to better achieve the objectives.

A variety of responses were received from 20 of the directors of the eight and nine week student teaching programs and are listed in full in Table XXI in Appendix D on pages 103 to 105. In figuring the percentages for the responses for the objectives included in the discussion, the researcher divided the number of directors checking a particular objective by the 20 directors responding to this question on the questionnaire. Five of the 61 objectives listed in the questionnaire were not checked by any program. Forty-one of the objectives were checked as needing additional experiences by from one to three program directors each.

The remaining 15 objectives were checked by from four to eight program directors each. These objectives will be presented in this section. Seven objectives were checked by 20% of the directors responding to question one as needing additional experiences. Two of these seven objectives, IV-G (gain confidence by effectively communicating with pupils in a variety of experiences) and X-E (develop personal qualities desirable in a teacher), were checked by 100% of the total 28 directors as current objectives. Objective VI-E (develop the ability to retain ultimate control while allowing for appropriate initiative by pupils) had a 93% response as a current objective and the remaining 7% of the directors checked it for addition to a longer program. Two objectives, VI-B (learn to contain the aggressive or destructive impulses of pupils) and VIII-J (develop ways of responding to the demands imposed by her own expectations of herself as a teacher), were checked by 89% of the total 28 directors as current objectives and by 7% of these participants for addition to a longer program. Objective X-D (develop an awareness of the relationship of the school to the associate groups) was checked by 79% of the 28 directors as a current program objective and by 18% of these directors as an objective for addition to a longer program. The seventh objective receiving a 20% response as needing additional experiences was I-A. This objective was checked by only 43% of the total 28 directors as a current objective and by 32% of these directors for addition to a longer program.

Five objectives in the questionnaire were checked by 25% of the 20 directors responding to question one. Objective X-C (become familiar with professional organizations) was checked by 100% of the 28 directors participating in the study as a current objective. Objective VIII-H

(develop adaptability in responding to unexpected situations) was checked by 96% of the total programs as a current objective and by the remaining 4% as an objective to add to a longer program. Objective VIII-D (select educational experiences which relate to the age, previous knowledge . . .) was checked by 89% of the 28 directors as a current objective and by the remaining 11% as an objective for addition to a longer program. Two objectives in group IX were checked by 25% of the 20 directors responding to question one. Objective IX-B (interact with the parents of her pupils) was checked by 71% of the total 28 directors as a current objective and by 25% of these 28 directors for addition to a longer program. Objective IX-E (partake in community activities and functions) was checked by 68% of the total number of participating eight and nine week program directors as a current objective and by 29% of these directors as an objective for addition to a longer program.

Two of the objectives in the list were checked by 30% of the 20 directors reacting to question one. Objective VIII-A (adapt methods to the needs of different groups of pupils) was checked by 100% of the total 28 program directors as a current objective. Objective IX-C was checked by only 43% of the total number of programs as a current objective, but it was also checked by 43% as an objective for addition in changing to a longer program. The last objective receiving a number of responses from the 20 directors answering question one was objective IX-D (familiarize herself with all possible resources in the community) with 40% of the directors checking it as needing additional experiences for better achievement. This same objective was checked by 71% of the total 28 participating directors as a current objective and by 21% of these directors for addition to a longer program.

The objectives checked by the eight and nine week program directors as needing additional experiences by the student teacher for better achievement included objectives which had either a high response as being current objectives or, if they had a low response as current objectives, the corresponding response to the objectives for addition to a longer program was high. This indicated to the researcher the overall importance of these objectives to the student teaching program.

The directors responding to question one on the questionnaire sent the eight and nine week programs were asked in question two whether or not additional time would be needed to provide for the additional experiences indicated in question one. Eleven of the 20 directors checked "yes" and three directors checked "no". Three other directors indicated that a longer program would provide for more depth in accomplishing an already great number of objectives, while three additional directors indicated the additional experiences could be accomplished during additional pre-student teaching experiences at the sophomore and junior levels.

A question (number two) was also included in the questionnaire sent to the directors of the 12 week and longer programs, asking them to indicate any objectives which they felt needed additional experiences. No specific objectives were written in, but several comments were made. One director indicated a need for more home visits and interaction by the student teacher in the community, more work with adults, and more work with occupational programs. Another director commented that, even with twelve weeks of experience, more time is needed for the student teachers to acquaint themselves with the homes and community, as well

as school policies and professional organizations. A third director simply commented that more actual teaching time would help some people.

Comments by Student Teaching Directors

A third question was included on the questionnaire sent to the eight and nine week program directors, asking them which objectives, if any, they would change in considering a student teaching program of longer length. One director suggested that the objective concerning working with students with special needs could be strengthened. Two directors commented on objective VIII-E, which suggested experiences in different types of schools. One director suggested experiences also with different types of programs and working with other home economists, while the other director suggested, in addition to VIII-E, class and laboratory experiences and experiences in all-girl classes, all-boy classes, and mixed classes. A fourth director suggested an objective for the student teacher to develop and use individualized instructional materials.

Several other comments were made by eight and nine week student teaching program directors. Two directors expressed the opinion that eight or nine weeks was enough time in which to accomplish the objectives and that more time would be of no advantage. Along this same line, four directors felt that no additional experiences were needed to accomplish the objectives and, therefore, no additional time was needed.

One director of a student teaching program commented that, rather than changing to a full semester of full-time student teaching, their program was giving consideration to changing to a half-day student teaching experience for a full semester.

One general comment was made by a director of student teaching for a full-semester program, giving a description of their program which had been on a semester system for ten years. This particular program requires, in addition to student teaching, a minimum of 60 hours of field service (tutoring, teacher aids, etc.) which begins at the freshman level and continues through progressive courses prior to student teaching.

Summary

Chapter IV has included the presentation and analysis of the data accumulated by the two questionnaires used for this study. The data was divided into sections on the current objectives of student teaching programs, the objectives added by one full-semester program, the objectives suggested for addition in considering a change to a longer program, the objectives needing additional experiences for better achievement, and comments made by student teaching directors. Chapter V will include the summary, the conclusions, and recommendations for further study.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine if full semester student teaching programs include more and different objectives than eight or nine week student teaching programs, or if the longer programs only allow more time in which to accomplish the same objectives. Such information would be useful to programs giving consideration to a full term of student teaching in determining which objectives to include.

To fulfill the stated purpose of this study, the following objectives were formulated: (1) to determine the objectives of eight and nine week student teaching programs; (2) to determine the objectives of 12 week to 18 week student teaching programs; (3) to determine if differences exist between the objectives of each of these groups of programs; (4) to determine which objectives, if any, were added by the longer programs in changing from shorter programs; (5) to determine which objectives, if any, would be added by the shorter programs in considering a change to a longer program; and (6) to determine which objectives of current programs need additional experiences for better achievement and if additional time is needed for this.

The sample selected for this study included student teaching directors for home economics education at colleges and universities in the nine states included in Regions VI and VII as defined by the

U. S. Department of Health, Education, and Welfare. A one-page information questionnaire was used to limit and define the 49 institutions finally selected for inclusion in the sample. Of the 49 institutions, 41 had eight and nine week student teaching programs, and eight had 12 to 18 week student teaching programs.

A review of the literature was conducted to identify objectives for use in the instruments developed for this study, since no instruments were available to gather the information sought by the study objectives. The accumulated body of objectives was organized into ten categories and was used for both questionnaires sent to the two groups of programs. Three open-ended questions were developed for the questionnaire sent to the eight and nine week programs and two open-ended questions were developed for the questionnaires sent to the 12 week and longer programs. After the questionnaires were reviewed for clarity and validity, they were mailed to the directors included in the sample.

After receiving a 66% return of the questionnaires, 28 from the eight and nine weeks program directors and five from the 12 to 18 week program directors, the data was hand tabulated by the researcher. The data was analyzed for differences between the two groups of programs. The data was organized into sections for discussion and presentation under current objectives of student teaching programs, objectives added by one full-semester program, objectives suggested for addition in considering a change to a longer program, objectives needing additional experiences, and comments made by student teaching directors.

The results of the analysis of the data showed that there were differences in the objectives included by eight and nine week student teaching programs and those included by the 12 week or longer programs.

Eleven objectives were separated by a percentage spread difference between the shorter programs and the longer programs of 20% or more as current program objectives. Six of these objectives dealt with various aspects of analyzing and evaluating pupil development and growth; one objective was in each of the general objective areas dealing with increasing the student teacher's self-knowledge, development of patterns of organization, adaptability and sensitivity to the school situation, becoming part of the community, and acquiring the professional role of a teacher. All of these eleven objectives were also included among the objectives checked by the shorter program directors for addition to current objectives in considering a change to a longer program. Two categories had an overall high response as groups of objectives to be added and includes those dealing with teacher-pupil interaction and relationships and the student teacher's becoming part of the community. Of the objectives checked as needing additional experiences for better achievement, 15 received responses from 20% to 40% of the 20 eight and nine week program directors responding to this section of the questionnaire. Four of these objectives came from the area dealing with adaptability and sensitivity to the school situation and four come from the area dealing with becoming part of the community. Three objectives dealt with acquiring the professional role of a teacher, while two concerned the development of personal methods of control and discipline. One objective came from each of the areas relating to teacher-pupil interaction and relationships and successful experiences leading to confidence in teaching. The majority of the directors indicated they felt additional time was needed to provide for these experiences,

whether through longer student teaching programs or through additional pre-student teaching experiences.

Conclusions

Based upon the results of this study, the researcher concluded that the five 12 to 18 week student teaching programs did, overall, include more and different objectives than the 28 eight and nine week student teaching programs. As stated in the summary, these objectives concerned various aspects of analyzing and evaluating pupil development and growth; increasing the student teacher's self-knowledge; development of patterns of organization; adaptability and sensitivity to the school situation; becoming part of the community; and acquiring the professional role of a teacher. The changes which would be involved in converting from a shorter program to a longer program would include adding objectives and additional experiences in the general areas dealing with analyzing pupil development and growth, adaptability and sensitivity to the school situation, becoming part of the community, and acquiring the professional role of a teacher. Conclusions were also drawn that student teaching programs are as diverse as there are numbers of them with no two programs being alike in the objectives included, and that as many differences exist between programs of the same length as do between the two groups of programs.

Recommendations

After completing this study and analyzing the data, the researcher would like to make the following recommendations:

- (1) That the eight and nine week programs contemplating changing

to a longer student teaching program consider adding the 11 objectives in which there were differences between the two groups of programs and the 15 objectives for which additional experiences were suggested by the student teaching program directors.

(2) That the eight and nine week programs consider either changing to a longer program or consider adding pre-student teaching experiences in order to provide both the additional objectives and additional experiences for current objectives in the areas suggested by the participants of this study as stated in the conclusions.

(3) That a follow-up study be conducted using the objectives in the questionnaire and using a sample including student teachers, cooperating teachers, supervising teachers, and school administrators to have them check the objectives which they perceive as current program objectives and to respond to those objectives they would like to see added to current programs.

(4) That a study be conducted to determine which of the current objectives are actually being achieved by student teachers for each of these two lengths of programs.

(5) That a study be conducted to determine the effectiveness of the use of the objectives included in the questionnaire as a means of developing assessment measures in evaluating student teachers.

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APPENDIX A

INSTITUTIONS INCLUDED IN THE STUDY SAMPLE

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San Marcos, Texas 78666

APPENDIX B

LETTERS OF TRANSMITTAL


OKLAHOMA STATE UNIVERSITY • STILLWATER

Department of Home Economics Education
(405) 372-6211, Ext. 486

74074

132 S. Kings Highway
Stillwater, Okla. 74074
October 11, 1974

Dear

Teacher education is one of the educational areas in which the demands for improvement are never ending. Since an important aspect of teacher education is the student teaching experience, I am planning to investigate the objectives of programs in which student teachers are out for various numbers of weeks in the public schools student teaching.

The main purpose of my masters' study is to determine what changes in objectives and student teaching experiences have been or could be involved in converting from shorter programs (six to nine weeks) to longer programs (fifteen or more weeks).

I am asking for your help in this research project by filling out the enclosed information sheet. Based upon the data from the enclosed questionnaire, a selected group will be mailed a second questionnaire asking for responses to selected objectives. A stamped, self-addressed envelope is enclosed for your convenience. I would like to receive this information sheet by October 25, 1974. Thank you for your cooperation.

Sincerely,

Louise A. Schroeder

Louise A. Schroeder
Masters' Candidate
Home Economics Education

Elaine Jorgenson

Dr. Elaine Jorgenson
Major Advisor
Home Economics Education


OKLAHOMA STATE UNIVERSITY • STILLWATER

Department of Home Economics Education
(405) 372-6211, Ext. 486

74074

132 S. Kings Highway
Stillwater, Okla. 74074
January 15, 1975

Dear

As a Home Economics Education masters' candidate at Oklahoma State University, I am investigating the objectives of student teaching programs in which student teachers are out for various numbers of weeks in the public schools student teaching. In a survey of eighty colleges and universities conducted in October, 1974, your name was given to me by your institution as the person in charge of the student teaching program for Home Economics Education.

The enclosed questionnaire has been sent to a selected group of colleges and universities which have 12 to 18 week student teaching programs. A similar questionnaire has also been sent to selected colleges and universities having eight or nine week student teaching programs. The results of both questionnaires will be used to determine what changes in objectives and student teaching experiences have been or could be involved in converting from shorter programs (eight or nine weeks) to longer programs (12 or more weeks).

The objectives listed in the questionnaire by no means encompass all of the possible objectives which could be included in a student teaching program. They deal only with selected aspects of what is expected to be accomplished by the student teacher during the student teaching experience. The objectives are separated into ten categories according to general objective areas and were obtained from a review of the literature on student teaching.

I am asking your help in my research project by filling out the enclosed questionnaire. This should take approximately 15 to 20 minutes. I would like to receive this questionnaire by February 7, 1975. A stamped, self-addressed envelope is enclosed for your convenience. Thank you for your cooperation.

Sincerely,

Louise A. Schroeder

Louise A. Schroeder
Masters' Candidate
Home Economics Education

Elaine Jorgenson

Dr. Elaine Jorgenson
Major Advisor
Home Economics Education



OKLAHOMA STATE UNIVERSITY • STILLWATER

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132 S. Kings Highway
Stillwater, Okla. 74074
January 15, 1975

Dear

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The enclosed questionnaire has been sent to a selected group of colleges and universities which have eight or nine week student teaching programs. A similar questionnaire has also been sent to selected colleges and universities having 12 to 18 week student teaching programs. The results of both questionnaires will be used to determine what changes in objectives and student teaching experiences have been or could be involved in converting from shorter programs (eight or nine weeks) to longer programs (12 or more weeks).

The objectives listed in the questionnaire by no means encompass all of the possible objectives which could be included in a student teaching program. They deal only with selected aspects of what is expected to be accomplished by the student teacher during the student teaching experience. The objectives are separated into ten categories according to general objectives areas and were obtained from a review of the literature on student teaching.

I am asking your help in my research project by filling out the enclosed questionnaire. This should take approximately 15 to 20 minutes. I would like to receive this questionnaire by February 7, 1975. A stamped, self-addressed envelope is enclosed for your convenience. Thank you for your cooperation.

Sincerely,

Louise A. Schroeder

Louise A. Schroeder
Masters' Candidate
Home Economics Education

Elaine Jorgenson

Dr. Elaine Jorgenson
Major Advisor
Home Economics Education

APPENDIX C

QUESTIONNAIRES USED IN THE STUDY

Information Questionnaire

Please complete all of the following inquiries and return this form in the enclosed envelope.

1. Person in charge of the student teaching program for Home Economics Education:

Name _____

College _____

or

University _____

Address _____ College or University

City _____ State _____ Zip _____

2. How many weeks do your student teachers spend student teaching in the public schools?

_____ weeks of school, full time (spend the full day in the public school, five days a week)

_____ weeks of school, part time (spend one-half of the day in the public school, five days a week, with classes at the college or university during the rest of the day)

_____ other (please specify) _____

3. Is this number of weeks a full quarter_____, half of a quarter_____, a full semester_____, half of a semester_____, or other (please specify) _____

4. If you presently have a full quarter or semester program of student teaching, did you change at some time previously from a shorter length program? Yes_____ No_____

5. If you presently have a half quarter or a half semester program of student teaching, are you considering changing to a longer program in the future? Yes_____ No_____

6. If selected, would the person listed above be willing to participate in this research project by filling out a second questionnaire asking for responses to selected objectives of student teaching programs? Yes_____ No_____

SURVEY OF HOME ECONOMICS EDUCATION STUDENT TEACHING PROGRAMS

DIRECTIONS FOR FILLING OUT THE QUESTIONNAIRE

There are four pages to this questionnaire. Be sure to fill out all four pages.

Column A--Place a check mark in the spaces in the column to the left of the list of objectives for only those objectives which pertain to your program, whether the objectives are stated or unstated by your student teaching program. There are ten categories of objectives. If your student teaching program has any additional or different objectives than those listed, please write them in the spaces provided at the end of each category of objectives.

Column B--Place a check mark in the spaces in the column to the right of the list of objectives for those objectives you would consider adding to your present objectives if you were changing to a longer period of student teaching (12 to 18 weeks).

After completing these two columns, answer the three questions on page four as completely as possible. Use the objectives listed in the questionnaire to answer these questions. If there are any objectives not listed in the questionnaire which you would want to add to your current program, please write them in the blank spaces provided.

Your program's
objectives

Objectives to add
for a longer program

OBJECTIVES FOR STUDENT TEACHER EXPERIENCES DURING STUDENT TEACHING LISTED BY SELECTED GENERAL OBJECTIVE AREAS		
A		B
I. Teacher-Pupil Interaction and Relationships		
The student teacher will:		
_____ A.	analyze the emotional development of individual pupils	_____
_____ B.	analyze the social development of individual pupils	_____
_____ C.	analyze the mental development of individual pupils	_____
_____ D.	analyze the physical development of individual pupils	_____
_____ E.	analyze the individuals in relation to their total environment	_____
_____ F.	develop relationships of respect and liking with pupils (others)	_____
II. Application of Theory in the Practical Situation		
The student teacher will:		
_____ A.	test individual theories, practices, and ideas which were evolved in college courses	_____
_____ B.	relate theories of learning and child development in the public school classroom	_____
_____ C.	collect, interpret, and use data to evaluate pupil and group growth	_____
_____ D.	apply in the classroom, the methodology of teaching basic skills and certain subject areas	_____
_____ E.	try out material and media based on theoretical approaches (others)	_____
III. Student Teacher Self-evaluation		
The student teacher will:		
_____ A.	acquire a basis for furthering the decision of choosing teaching as a profession	_____
_____ B.	discover if she (he) experiences satisfaction from teaching	_____
_____ C.	determine if she (he) enjoys being in the school environment	_____
_____ D.	determine if she (he) is capable of promoting successful learning activities with pupils (others)	_____
IV. Successful Experiences Leading to Confidence in Teaching		
The student teacher will:		
_____ A.	gain confidence from perceiving evidences of learning by pupils	_____
_____ B.	engage in individualized experiences in areas of weaknesses	_____
_____ C.	gain confidence from the approval of other adults in a professional situation	_____
_____ D.	gain confidence by satisfactorily handling school routine	_____
_____ E.	gain confidence from the pupils' enjoyment of an experience the student teacher provided	_____
_____ F.	use constructive suggestions given by the supervisor or cooperating teacher to make self-improvements	_____
_____ G.	gain confidence by effectively communicating with individuals and groups in a variety of experiences (others)	_____
(please turn to page two on the back)		

Your program's
objectives

Objectives to add
for a longer program

A	B
V. Increasing the Student Teacher's Self-knowledge	
The student teacher will:	
_____ A. formulate a sound theory of education	_____
_____ B. recognize the importance of the continuing process of extending her (his) knowledge, development, and professional growth through in-service education	_____
_____ C. learn how to deal with personal reactions towards pupils	_____
_____ D. modify or utilize habits of voice, gesture, or movement revealed in the classroom	_____
_____ E. improve her (his) attitudes towards herself (himself), her (his) pupils, and the subject matter she (he) teaches (others)	_____
VI. Development of Personal Methods of Control and Discipline	
The student teacher will:	
_____ A. develop the ability to motivate pupils and hold their interest and attention for appropriate periods of time	_____
_____ B. learn to contain the aggressive or destructive impulses of groups or individuals	_____
_____ C. insure that noise remains at a level congruent with administrative desires	_____
_____ D. channel the energies of pupils constructively	_____
_____ E. develop the ability to retain ultimate control while allowing for appropriate initiative by pupils	_____
_____ F. try out various procedures for engaging the pupils' cooperation (others)	_____
VII. Development of Patterns of Organization	
The student teacher will:	
_____ A. take responsibility for the organization of equipment and materials	_____
_____ B. organize classes into appropriate working units	_____
_____ C. organize subject matter so that it becomes significant to pupils	_____
_____ D. learn to organize the keeping of notebooks and records	_____
_____ E. take part in organizing the smooth flow of daily school events	_____
_____ F. learn to organize extended sequences of work	_____
_____ G. develop and maintain a healthful, democratic, workable environment in the classroom (others)	_____
VIII. Adaptability and Sensitivity to the School Situation	
The student teacher will:	
_____ A. adapt methods to the needs of different groups of pupils	_____
_____ B. use a variety of instructional materials and improvise when necessary	_____
_____ C. participate in a wide variety of school activities	_____
(turn to page three)	

Your program's
objectives

Objectives to add
for a longer program

OBJECTIVES FOR STUDENT TEACHER EXPERIENCES DURING STUDENT TEACHING LISTED BY SELECTED GENERAL OBJECTIVE AREAS		
A		B
VIII. Adaptability and Sensitivity to the School Situation (continued)		
_____ D.	select educational experiences which relate to the age, previous knowledge, cultural background, and community background of pupils	_____
_____ E.	gain experience in different types of schools	_____
_____ F.	adapt her (his) procedures to the physical conditions of specific schools	_____
_____ G.	develop adaptability in her (his) treatment of pupils	_____
_____ H.	develop adaptability in responding to unexpected situations	_____
_____ I.	develop the ability to cope with the physical demands of teaching	_____
_____ J.	develop ways of responding to the demands imposed by her (his) own expectations of herself (himself) as a teacher	_____
_____	(others) _____	_____
IX. Becoming Part of the Community		
The student teacher will:		
_____ A.	develop a sense of community responsibility	_____
_____ B.	interact with the parents of her (his) pupils	_____
_____ C.	work with members of the community to determine the needs of the pupils	_____
_____ D.	familiarize herself (himself) with all possible resources in the community	_____
_____ E.	partake in community activities and functions	_____
_____	(others) _____	_____
X. Acquiring the Professional Role of a Teacher		
The student teacher will:		
_____ A.	familiarize herself (himself) with the organization of the school system, its rules and regulations, and the day to day routine	_____
_____ B.	develop professional relationships with and work with other student teachers, faculty members, school staff members, and administrative members	_____
_____ C.	become familiar with professional organizations and attend meetings	_____
_____ D.	develop an awareness of the relationship of the school to the associate groups such as local education authorities, parents, and others	_____
_____ E.	develop personal qualities desirable in a teacher such as patience, firmness, tact, enthusiasm, emotional maturity, social skills, etc.	_____
_____ F.	accept the responsibility for her (his) actions in the classroom	_____
_____	(others) _____	_____

In answering the following questions, specify objectives from the list above by using the category numeral and the letter of the objective (ex. II-B).

1. Are there any objectives in your current program for which you feel additional experiences should be provided to better achieve the objectives? _____

(please turn to page four on the back)

2. Would changing to a longer length student teaching program be necessary to provide these additional experiences? yes_____ no_____
3. In considering a student teaching program of longer length, are there any objectives you would change? If so, list each by numeral and letter and explain how you would change them._____

SURVEY OF HOME ECONOMICS EDUCATION STUDENT TEACHING PROGRAMS

DIRECTIONS FOR FILLING OUT THE QUESTIONNAIRE

There are four pages to this questionnaire. Be sure to fill out all four pages.

Column A--Place a check mark in the spaces in the column to the left of the list of objectives for only those objectives which pertain to your program, whether the objectives are stated or unstated by your student teaching program. There are ten categories of objectives. If your student teaching program has any additional or different objectives than those listed, please write them in the spaces provided at the end of each category of objectives.

Column B--Place a check mark in the spaces in the column to the right of the list of objectives for only those objectives, if any, which were added to your program when you changed from a shorter period of student teaching. Then proceed to answer only question two at the bottom of page four.

If your program of student teaching has not been changed from one of shorter length recently (within the last ten years) or within the memory of the current staff, or if there are no objectives which were added when it was, do not complete column B, but go on to answer the questions at the end of the questionnaire on page four. Answer both questions one and two.

Your program's
objectives

Objectives added
when length increased

OBJECTIVES FOR STUDENT TEACHER EXPERIENCES DURING STUDENT TEACHING LISTED BY SELECTED GENERAL OBJECTIVES AREAS		B
A		
I. Teacher-Pupil Interaction and Relationships		
The student teacher will:		
<input type="checkbox"/> A.	analyze the emotional development of individual pupils	<input type="checkbox"/>
<input type="checkbox"/> B.	analyze the social development of individual pupils	<input type="checkbox"/>
<input type="checkbox"/> C.	analyze the mental development of individual pupils	<input type="checkbox"/>
<input type="checkbox"/> D.	analyze the physical development of individual pupils	<input type="checkbox"/>
<input type="checkbox"/> E.	analyze the individuals in relation to their total environment	<input type="checkbox"/>
<input type="checkbox"/> F.	develop relationships of respect and liking with pupils (others)	<input type="checkbox"/>
II. Application of Theory in the Practical Situation		
The student teacher will:		
<input type="checkbox"/> A.	test individual theories, practices, and ideas which were evolved in college courses	<input type="checkbox"/>
<input type="checkbox"/> B.	relate theories of learning and child development in the public school classroom	<input type="checkbox"/>
<input type="checkbox"/> C.	collect, interpret, and use data to evaluate pupil and group growth	<input type="checkbox"/>
<input type="checkbox"/> D.	apply in the classroom, the methodology of teaching basic skills and certain subject areas	<input type="checkbox"/>
<input type="checkbox"/> E.	try out material and media based on theoretical approaches (others)	<input type="checkbox"/>
III. Student Teacher Self-evaluation		
The student teacher will:		
<input type="checkbox"/> A.	acquire a basis for furthering the decision of choosing teaching as a profession	<input type="checkbox"/>
<input type="checkbox"/> B.	discover if she (he) experiences satisfaction from teaching	<input type="checkbox"/>
<input type="checkbox"/> C.	determine if she (he) enjoys being in the school environment	<input type="checkbox"/>
<input type="checkbox"/> D.	determine if she (he) is capable of promoting successful learning activities with pupils (others)	<input type="checkbox"/>
IV. Successful Experiences Leading to Confidence in Teaching		
The student teacher will:		
<input type="checkbox"/> A.	gain confidence from perceiving evidences of learning by pupils	<input type="checkbox"/>
<input type="checkbox"/> B.	engage in individualized experiences in areas of weaknesses	<input type="checkbox"/>
<input type="checkbox"/> C.	gain confidence from the approval of other adults in a professional situation	<input type="checkbox"/>
<input type="checkbox"/> D.	gain confidence by satisfactorily handling school routine	<input type="checkbox"/>
<input type="checkbox"/> E.	gain confidence from the pupils' enjoyment of an experience the student teacher provided	<input type="checkbox"/>
<input type="checkbox"/> F.	use constructive suggestions given by the supervisor or cooperating teacher to make self-improvements	<input type="checkbox"/>
<input type="checkbox"/> G.	gain confidence by effectively communicating with individuals and groups in a variety of experiences (others)	<input type="checkbox"/>

(please turn to page two on the back)

Your program's
objectives

Objectives added
when length increased

A	B
<p>V. Increasing the Student Teacher's Self-knowledge</p> <p>The student teacher will:</p>	
_____ A. formulate a sound theory of education	_____
_____ B. recognize the importance of the continuing process of extending her (his) knowledge, development, and professional growth through in-service education	_____
_____ C. learn how to deal with personal reactions towards pupils	_____
_____ D. modify or utilize habits of voice, gesture, and movement revealed in the classroom	_____
_____ E. improve her (his) attitudes towards herself (himself), her (his) pupils, and the subject matter she (he) teaches (others)	_____
<p>VI. Development of Personal Methods of Control and Discipline</p> <p>The student teacher will:</p>	
_____ A. develop the ability to motivate pupils and hold their interest and attention for appropriate periods of time	_____
_____ B. learn to contain the aggressive or destructive impulses of groups or individuals	_____
_____ C. insure that noise remains at a level congruent with administrative desires	_____
_____ D. channel the energies of pupils constructively	_____
_____ E. develop the ability to retain ultimate control while allowing for appropriate initiative by pupils	_____
_____ F. try out various procedures for engaging the pupils' cooperation (others)	_____
<p>VII. Development of Patterns of Organization</p> <p>The student teacher will:</p>	
_____ A. take responsibility for the organization of equipment and materials	_____
_____ B. organize classes into appropriate working units	_____
_____ C. organize subject matter so that it becomes significant to pupils	_____
_____ D. learn to organize the keeping of notebooks and records	_____
_____ E. take part in organizing the smooth flow of daily school events	_____
_____ F. learn to organize extended sequences of work	_____
_____ G. develop and maintain a healthful, democratic, workable environment in the classroom (others)	_____
<p>VIII. Adaptability and Sensitivity to the School Situation</p> <p>The student teacher will:</p>	
_____ A. adapt methods to the needs of different groups of pupils	_____
_____ B. use a variety of instructional materials and improvise when necessary	_____
_____ C. participate in a wide variety of school activities	_____

(turn to page three)

Your program's
objectives

Objectives added
when length increased

A	OBJECTIVES FOR STUDENT TEACHER EXPERIENCES DURING STUDENT TEACHING LISTED BY SELECTED GENERAL OBJECTIVE AREAS	B
VIII.	Adaptability and Sensitivity to the School Situation (continued)	
_____ D.	select educational experiences which relate to the age, previous know- ledge, cultural background, and community background of pupils	_____
_____ E.	gain experience in different types of schools	_____
_____ F.	adapt her (his) procedures to the physical conditions of specific schools	_____
_____ G.	develop adaptability in her (his) treatment of pupils	_____
_____ H.	develop adaptability in responding to unexpected situations	_____
_____ I.	develop the ability to cope with the physical demands of teaching	_____
_____ J.	develop ways of responding to the demands imposed by her (his) own expectations of herself (himself) as a teacher (others)	_____
_____	_____	_____
_____	_____	_____
IX.	Becoming Part of the Community	
_____	The student teacher will:	_____
_____ A.	develop a sense of community responsibility	_____
_____ B.	interact with the parents of her (his) pupils	_____
_____ C.	work with members of the community to determine the needs of the pupils	_____
_____ D.	familiarize herself (himself) with all possible resources in the community	_____
_____ E.	partake in community activities and functions (others)	_____
_____	_____	_____
_____	_____	_____
X.	Acquiring the Professional Role of a Teacher	
_____	The student teacher will:	_____
_____ A.	familiarize herself (himself) with the organization of the school system, its rules and regulations, and the day to day routine	_____
_____ B.	develop professional relationships with and work with other student teachers, faculty members, school staff members, and administrative members	_____
_____ C.	become familiar with professional organizations and attend meetings	_____
_____ D.	develop an awareness of the relationship of the school to the associate groups such as local education authorities, parents, and others	_____
_____ E.	develop personal qualities desirable in a teacher such as patience, firmness, tact, enthusiasm, emotional maturity, social skills, etc.	_____
_____ F.	accept the responsibility for her (his) actions in the classroom (others)	_____
_____	_____	_____
_____	_____	_____

In answering the following questions, specify objectives from the list above
by using the category numeral and the letter of the objective (ex. II-B).

1. If your student teaching program length has not been changed from one of
shorter length recently (within the last ten years) or within the memory
of the current staff, are there any objectives not checked in column A
that you would consider adding to your current program? _____

(please turn to page four on the back)

2. Are there any objectives in your current program for which you feel additional experiences should be provided in the public schools during student teaching in order to achieve these objectives? _____

APPENDIX D

TABLE XXI

TABLE XXI
CURRENT OBJECTIVES NEEDING ADDITIONAL EXPERIENCES

Objectives	Number*
IX-D familiarize herself (himself) with all possible resources in the community	8
VIII-A adapt methods to the needs of different groups of pupils	6
IX-C work with members of the community to determine the needs of the pupils	6
VIII-D select educational experiences which relate to the age, previous knowledge, cultural background... of pupils	5
VIII-H develop adaptability in responding to unexpected situations	5
IX-B interact with the parents of her (his) pupils	5
IX-E partake in community activities and functions	5
X-C become familiar with professional organizations...	5
I-A analyze the emotional development of pupils	4
IV-G gain confidence by effectively communicating with individuals and groups in a variety of experiences	4
VI-B learn to contain the aggressive or destructive impulses of groups or individuals	4
VI-E develop the ability to retain ultimate control while allowing for appropriate initiative by pupils	4
VIII-J develop ways of responding to the demands imposed by her own expectations of herself as a teacher	4
X-D develop an awareness of the relationship of the school to the associate groups such as local education authorities, parents, and others	4
X-E develop personal qualities desirable in a teacher...	4
I-B analyze the social development of pupils	3
I-C analyze the mental development of pupils	3
I-D analyze the physical development of pupils	3
I-E analyze the individuals in relation to their total environment	3
I-F develop relationships of liking and respect with pupils	3
II-E try out material and media based on theoretical approaches	3
III-A acquire a basis for furthering the decision of choosing teaching as a profession	3
V-D modify or utilize habits of voice, gesture, or movement revealed in the classroom	3
VI-F try out various procedures for engaging the pupils' cooperation	3
IX-A develop a sense of community responsibility	3

*Total number of eight and nine week program directors responding to this question - 20

TABLE XXI (Continued)

Objectives	Number*
II-A test individual theories, practices, and ideas...	2
II-C collect, interpret, and use data to evaluate pupil and group growth	2
II-D apply in the classroom, the methodology of teaching basic skills and subject areas	2
III-B discover if she experiences satisfaction from teaching	2
III-D determine if she is capable of promoting successful learning activities with pupils	2
IV-A gain confidence from perceiving evidences of learning by pupils	2
IV-B engage in individualized experiences in areas of weakness	2
V-A formulate a sound theory of education	2
V-E improve her attitudes towards herself, her pupils, and the subject matter she teaches	2
VI-A develop the ability to motivate pupils and hold their interest and attention for appropriate periods of time	2
VI-D channel the energies of pupils constructively	2
VII-B organize classes into appropriate working units	2
VII-F learn to organize extended sequences of work	2
VII-G develop and maintain a healthful, democratic, workable environment in the classroom	2
VIII-B use a variety of instructional materials and improvise	2
VIII-C participate in a variety of school activities	2
VIII-E gain experience in different types of schools	2
VIII-F adapt her procedures to the physical conditions of specific schools	2
VIII-G develop adaptability in her treatment of pupils	2
VIII-I develop the ability to cope with the physical demands of teaching	2
X-B develop professional relationships with and work with other student teachers, faculty members, school staff...	2
II-B relate theories of learning and child development in the public school classroom	1
III-C determine if she enjoys being in the school environment	1
IV-D gain confidence by satisfactorily handling school routine	1
V-B recognize the importance of the continuing process of extending her knowledge...through inservice education	1
V-C learn how to deal with personal reactions to pupils	1
VII-A take responsibility for the organization of equipment...	1

* Total number of eight and nine week program directors responding to this question - 20

TABLE XXI (Continued)

Objectives	Number*
VII-D learn to organize the keeping of notebooks and records	1
VII-E take part in organizing the smooth flow of daily events	1
X-A familiarize herself with the organization of the school system, its rules and regulations, and day to day routine	1
X-F accept the responsibility for her actions in the classroom	1

* Total number of eight and nine week program directors responding to this question - 20

VITA

Louise Ann Schroeder

Candidate for the Degree of

Master of Science

Thesis: A COMPARISON OF SELECTED OBJECTIVES FOR EIGHT OR NINE WEEK
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