DEVELOPMENT OF TEACHING COMPETENCIES OF HOME ECONOMICS EDUCATORS

By

VIRGINIA GAYLE SASSER

Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

1963

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
December, 1973

DEVELOPMENT OF TEACHING COMPETENCIES

OF HOME ECONOMICS EDUCATORS

Thesis Approved:

Ruth Pestle
Thesis Adviser

Lora Cacy

Nick Stinnett

D N Durham
Dean of the Graduate College

ACKNOWLEDGEMENTS

The author wishes to express appreciation to all who have helped to make this study possible. Sincere appreciation is expressed to Dr. Ruth E. Pestle, major adviser, whose untiring efforts, patient guidance, and encouragement were of immeasurable help throughout the study. Gratitude is extended to Dr. Lora Cacy and Dr. Nick Stinnet who served as members of the committee, and to Dr. Elizabeth Hillier who suggested the study. Appreciation is also extended to administrators and educators who participated in this study by providing the data necessary. Special thanks is given to Mrs. Anna Maria Evans, Perkins, for her help in proof reading and correcting errors and to Mrs. Anna Gleason for typing the final copy. Appreciation is extended to Mrs. Iris McPherson for her help at the computer center.

Greatest appreciation is expressed to my husband, Bill, and our sons, David and Robert, whose help and understanding have made the achievement of this goal a reality. Gratitude must also be given to our parents for their help and encouragement through this graduate study.

TABLE OF CONTENTS

Chapter Page

LIST OF TABLES

CHAPTER I

INTRODUCTION

Significance of the Problem

A beginning or first year educator is expected to possess teaching skills and knowledge which will enable him to be an effective educator. The development of some of these skills begins long before the student enters a university to prepare himself as an educator. Skills in speaking before a group, leading group discussions, presenting demonstrations, preparing bulletin boards and displays, and preparation of instructional materials are only a few examples of skills which may be developed in secondary schools and used by people who become educators.

The bulk of the responsibility for the development of skills and competencies of teachers, however, rests at the university level. Professional education courses are designed to help students develop competence in such areas as instructional planning, execution, evaluation; guidance; and professional role and development. Yet, after all the preparation at the university level, it is not uncommon for a first year educator to report that the actual experience as an educator helped to further develop these same competencies.

"Accountability" is an old term which has had new importance in recent years. Institutions of learning are having to show that they

are responsible for the development of skills and competencies of students. Present educational programs are being evaluated and new programs are being developed to help students improve present skills and to develop additional competencies.

Providing learning experiences which help student educators develop competence is one of the important purposes of teacher education. Identification of teacher competencies which students possess before professional education courses as compared to competencies possessed after professional education is important in evaluating professional education courses for effectiveness. More specifically, identifying competencies possessed before and after the student teaching experience would help to identify competencies gained during the student teaching experience. Likewise, a comparison of competencies after working as an educator with competencies after student teaching would help to determine competencies gained during the year of working as an educator. Knowledge of these facts is valuable in evaluating present teacher education programs and in making recommendations for creating more effective programs.

Statement of the Problem

The study focuses on an evaluation of change in competence of home economics educators during the student teaching experience compared with the change in competence during the first year after graduation.

College home economics educators are responsible for providing opportunities for students to develop professional competencies. Some teaching competencies are improved during professional education

courses while others are further improved during the first year out of college.

Objectives of the Study

The objectives of the study are:

(1) To determine the state of knowledge regarding competencies needed to be an effective home economics teacher.

(2) To learn what competencies are being emphasized in home economics professional education courses.

(3) To determine what changes in competence categories occurred during the student teaching experience and the first year after graduation for one group of student teachers.

(4) To compare beginning educators' feelings of competence with their administrators' ratings of their competence.

(5) To evaluate professional home economics education courses in relation to the graduates ratings of the benefits received from the courses.

(6) To formulate recommendations for providing professional education experiences to help home economics educators develop professional competence.

Definition of Terms

Definitions used in this study are:

Student teacher: a college student who is working under the guidance of a certified teacher or teachers in an approved situation (Fisher, 1972).

Student teaching period: a period of guided teaching during which the student, under the direction of a cooperating teacher, takes increasing responsibility for leading the school experiences of a group of learners over an extended period of time and engages directly in many of the activities which constitute a wide range of a teacher's responsibilities (Fisher, 1972). At Oklahoma State University the student teaching period is a seven week block which occurs during the senior year--usually in the last semester of the senior year. When possible, two student teachers share the student teaching experience in each cooperating school.

Professional Education: program at Oklahoma State University which includes the following courses for home economics majors:

The School in American Society	3 semester hours
Psychology of Adolescence	3 semester hours
Methods of Teaching Home Economics	3 semester hours
Philosophy of Home Economics Education	2 semester hours
Techniques and Materials in Home Economics	3 semester hours
Student Teaching in Home Economics	6 semester hours
Youth and Professional Organizations	1 semester hour

First Year Educator: a home economics education graduate who has been out of college for a year. Two types of first year educators are discussed in the study.

1. Teaching: a home economics teacher, extension home economist, or utilities home economist who is teaching for the first time outside a college supervised role.
2. Non-teaching: a home economics education graduate who is not teaching home economics, working as an extension home economist, or working as a utilities home economist during the first year out of college.

Competence category: a group of related performance elements accepted as needed by vocational teachers, i.e., instructional planning, execution, evaluation; guidance; professional role and development.

Competence cluster: a specific group of related performance elements within a competence category. Example:

Competence Category--Instructional Planning

Competence Clusters--Design a Course Unit
Plan a Lesson
Develop Instructional Materials

Competence element: individual performance item accepted as needed by vocational education. Example:

Competence Cluster--Design a Course Unit

Competence Elements--Identify the unit topics for a course.
Determine student needs.
Involve the students in planning for a unit.
Determine objectives for a unit.
Identify lesson topics for a unit.
Etc.

Administrator: the superintendent, principal, or personnel director under whose supervision the teaching first year educator works.

Procedure

The researcher reviewed literature and research related to competencies which contribute to the effectiveness of educators, professional education and student teaching practices which contribute to the professional preparation of educators, and problems of first year educators. Professional education course outlines were reviewed to learn the competencies which were being emphasized in each of the professional education courses required for home economics

certification.

In order to gather data of a longitudinal nature about students' self-ratings of competence, five groups of related performance elements or competence categories from "Model Curricula for Vocational and Technical Education" had been combined to form an instrument already being used in research in the Department of Home Economics Education at Oklahoma State University. A group of 26 prospective student teachers had rated themselves on their feeling of accomplishment of each of the five competence categories listed on the instrument in October, 1971. After these same 26 student teachers had completed their student teaching experience in December, 1971, they again rated themselves according to their own feeling of competence in each of the five areas of teacher competencies listed on the instrument. Finally, the same 26 people evaluated themselves in the same way at the end of the first year after their graduation in May, 1973, because a further degree of growth in competence in some areas was expected during the first year as an educator.

The five competence categories contained a total of 20 performance clusters. An instrument for administrators to use in evaluating the same educators was built which contained 20 questions related to the 20 competence categories. This instrument, "For Your Consideration," was mailed to the 14 administrators of teaching educators. The beginning educators' feeling of competence could then be compared with their administrators' ratings of their competence.

Finally, the home economics education graduates were asked to supply personal data regarding their personal backgrounds and professional status and to evaluate their professional home economics

education courses in relation to the benefits received from the courses. Recommendations were then made for providing professional education experiences to help home economics educators develop professional competence.

Limitations of the Study

The study is limited to 26 home economics education student teachers who rated themselves on the "Measure of Professional Competence" instrument before and after student teaching during the fall semester, 1971,at Oklahoma State University. The number of ratings of administrators is limited by the fact that only some of the first year educators are employed as teachers.

Organization of the Study

Chapter I has included an explanation of the significance of the problem, a statement of the problem, and objectives of the study. Definition of terms, a summary of procedures, and limitations of the study have also been included to help future readers.

Chapter II presents a review of literature related to the problem. Chapter III includes a detailed explanation of methods used in accomplishing the objectives of the study, while Chapter IV shows the analysis of the data. Finally, the study concludes with a summary chapter which suggests recommendations for providing professional education experiences to help home economics educators develop professional competence.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter is to review literature which is related to the development of competencies of home economics educators. The review contains sections on: (1) competencies which contribute to the effectiveness of educators, (2) professional education and student teaching practices which contribute to the preparation of educators, and (3) problems of first year educators.

Competencies Which Contribute to the Effectiveness of an Educator

What is being done to increase teacher competence in home economics education? In order to discover the answer to this question, we must first examine qualities which make a teacher effective.

Williams (1969) reports that those concerned with measuring teaching effectiveness are faced with many intangible factors. One factor is whether the learning atmosphere is conducive to learning.

> The teacher must be able to set the stage so that there is mutual respect and understanding between the learner and the teacher. Her personality and temperament influence her effectiveness. The teacher's accumulation of knowledge, her ability to cooperate, her generosity, tolerance, cultural interests, and her attitudes toward her students are integral parts of effective teaching. The teacher's willingness to become involved in community and social affairs, her personal values and her dependability are also important.

> Supervisory personnel understand that teacher behavior and effectiveness are related. One teacher will be able to teach with satisfactory results, while another may not. There is no formula that will guarantee the success of a teacher (Williams, 1969).

Researchers continue to attempt to find the keys to effective teaching. Johnson and Radebaugh (1969) conducted a study which identified a group of excellent teachers in four northern Illinois public senior high schools and made a study of certain of their characteristics. They assumed that the study would lead to an increased awareness of variables which may be related to teaching excellence. An identification of these variables, it was assumed, would contribute additional insights on how one might devise more adequate programs designed to produce more excellent teachers. The study did not prescribe any advance criteria to be used in judging excellence. The participants were allowed to use their own criteria for excellence.

The four schools included in the study ranged in size from a small rural school to a large suburban school. Two hundred thirty-six high school teachers were the population of the study. Administrators, students, and teachers in each school were asked to respond to this statement:

> We start with the view that all teachers in this school are good teachers. Our purpose, however, is to identify the very best teachers in this school. Please list those teachers whom you feel are the best in your school.

The teachers who were most often identified by students, teachers, and administrators were considered the excellent teachers for the study. All teachers in the population were then given a questionnaire developed by the researchers. The questionnaire presented variables thought to be related to teaching excellence. The following statements are a partial listing from the comparison of the data between teachers

judged excellent and other teachers:

1. Excellent teachers tended to use class discussion techniques in their classes more often than other teachers.

2. Excellent teachers more often than other teachers tended to be older, have more teaching experience, devote more hours to their teaching job, did not use audio tapes or programmed materials as often as other teachers.

Findings at less significant levels were also thought to give valuable insight on the characteristics of excellent teachers. Some of these findings were that excellent teachers more than other teachers tended to (1) have earned 31 or more graduate credits, (2) belong to four or more professional organizations, (3) read newspapers and professional books, (4) attend seven or more professional meetings of their professional associates devoted to the study and improvement of their teaching areas.

The following variables did not seem to be related to excellence in teaching according to the study:

1. Marital status
2. Age when first beginning as a teacher
3. Undergraduate grade point
4. Number of civic, fraternal, and social organizations
5. The identification of a general overall educational objective
6. Frequency of use of motion picture films, filmstrips, overhead projectors, resource persons, opaque materials, records, use of the lecture, independent study, or problem projects in their classes (Johnson, 1969).

After reviewing existing evaluation procedures in schools and colleges nation wide, and in reviewing literature connected with the evaluation of teachers, Jones (1972, p. 474) concluded that there is little agreement in all the research as to what the effective educator is. According to Jones, secondary students do a more accurate job of rating teachers than administrators, teachers, or supervisors. He

further believes that teachers desire an opportunity to evaluate themselves.

Perhaps one reason that the question, "What is an effective educator?" has been difficult to answer is that as Ingils (1970, p. 451) suggests, in education our main concern and attention has been on the teacher, teaching technique, and professionalism rather than on the education of children. He states the following:

> . . . we have been evaluating for a long period of time, not our educational program but our teachers without any more clear cut goals and objectives of what constitutes effective teaching and effective teachers (Ingils, 1970).

Ingils recommends that we must look first at our educational program and then at teachers and techniques.

> There is considerable evidence which indicates that the vocational services are working and planning together both within state departments and at universities. Many state departments have attempted to fuse the vocational services for planning, developing, implementing, and evaluating total programs in vocational education (Ferguson, 1971, p. 7).

Cotrell (Ferguson, 1971) suggests that there has been increasing pressure for curriculum change in teacher education for the past several years. There is need for more courses which are based on present day activities and needs of teachers. Teacher educators must determine needs of vocational and technical teachers and show evidence to support professional education curricula. These needs and concerns have led to the development of "Model Curricula for Vocational and Technical Teacher Education." The instrument is " . . . designed to develop, implement, and test curricula for the preparation and in-service education of all types of vocational and technical teachers" (Ferguson, 1971, p. 18). The work is still underway and will take

several years to complete. Persons in equal representation from all vocational services have participated in the project to this point.

In October, 1971, a career analysis of vocational agriculture, business and office, distributive, health occupations, home economics, technical, and trade and industrial education was made. Phase I of the project was limited to the professional education needs of teachers without getting involved in the technical competencies or general education requirements of these teachers.

The duties and requirements of teachers were divided into ten categories:

1. Program Planning, Development, and Evaluation
2. Instruction--Planning
3. Instruction--Execution
4. Instruction--Evaluation
5. Management
6. Guidance
7. School--Community Relations
8. Student Vocational Organizations
9. Professional Role and Development
10. Coordination

After the categories were identified, performance elements for each category were to be identified. The performance element is defined as ". . . a statement of an observable behavior which describes what a teacher will be doing as he functions in the teacher role" (Ferguson, 1971, p. 24).

A task force of teacher educators, state supervisors, and master teachers evaluated 237 performance requirements or elements. The importance of each performance element for beginning and experienced secondary and post secondary teachers was rated for each of the vocational services. The data was then evaluated to determine common and unique elements. Unique elements refer to competencies important in

only a few or even one of the vocational services. Common elements refer to competencies required of teachers in all of the vocational services.

Two hundred thirty-seven of these elements were verified as common elements and thirty new elements were discovered in a national critical incident study in which 700 teachers supplied the critical incidents. The analysis of the data provided evidence which could be used in making decisions on performance elements to be considered in curriculum planning.

In the second phase of the project, 385 performance elements were identified from off-farm agricultural, distributive, wage earning home economics, office, special needs, and trade and industrial cooperative programs. The importance of these elements to success of teacher-coordinators was evaluated by a 300 member advisory committee of outstanding teacher-coordinators. Recommendations from the advisory committee were analyzed in relation to its importance for each vocational service (Ferguson, 1971, p. 20).

After the data from Phase I and Phase II of the project was merged, a list of 320 performance elements was compiled. These elements were grouped into fifty clusters through a process of factor analysis and logical synthesis, making a total of 10 categories, 50 clusters, and 390 elements (Ferguson, 1971, p. 25).

A study under way on the Oklahoma State University campus to improve pre-service programs in vocational-technical education teacher education is concerned with the identification of teacher competencies of vocational teachers. The project "A Model to Improve Pre-service Programs in Vocational-Technical Teacher Education" has the following

as its purpose and objectives:

I. Purpose--the purpose of the project is to improve pre-service programs in vocational and technical teacher education at Oklahoma State University, and to develop a model which will be applicable to other vocational and technical teacher education institutions.

A. Objectives

Primary

1. To develop a model that will serve to improve communication and coordination among departments preparing teachers in vocational-technical areas as a multi-purpose university.

2. To develop mechanisms for implementing, testing, and evaluating the model for vocational-technical teacher education.

3. To involve other vocational-technical teacher educators in the use of the determined model.

Secondary

1. To identify the skills and attributes desired in teachers of vocational technical subjects and the competencies common among the various areas.

2. To examine existing program goals and practices in consideration of changing societal needs.

3. To examine objectives and content of departmental programs to determine their common and unique elements (Key, 1972).

An identification of competencies which educators exhibit or might be expected to exhibit has been the subject of other educational studies.

Pope (1972) made a search for the common and unique teaching skills and knowledge in occupational education and technology at the secondary and post secondary levels. Competencies were identified in ten performance areas of (1) Instruction--Planning; (2) Instruction--Execution; (3) Instruction--Evaluation; (4) Program Planning, Development, and Evaluation; (5) Management; (6) Guidance; (7) School--Community

Relations; (8) Student Vocational Organization; (9) Professional Role and Development; and (10) Coordination. Six hundred forty-seven full-time post secondary teachers and 1371 secondary vocational teachers were surveyed to determine the performance they considered important for success as teachers in their area of vocational-technical education. Each participant was asked to rate each of 300 performance elements on a five point scale from one (meaning extremely low) through five (meaning extremely high). A sixth option for rating (zero) was to be given for performance elements which the participant did not feel applicable to his area of vocational-technical education. The participants were reminded that they were not rating themselves; rather, they were rating the performance elements they thought a vocational-technical teacher in their area should have.

In compiling data and judging whether a performance element was important to a vocational-technical area, the following criteria had to be met:

(1) the item was rated (excluding "not applicable") by 75 or more per cent of the respondents in a given program area.

(2) the item received a mean rating of 3.60 or higher in a given program area.

Items which failed to meet one or both criteria for any program area was determined <u>not</u> to be a common performance element across all program areas (Pope, 1972, p. 27).

Performance elements which met the criteria across all program areas numbered 146 and established a core of performance elements common to all program areas. One hundred forty-five elements were determined unique to specific programs making a total of 291 performance elements rated as important to one or more program

areas (Pope, 1972, p. 53).

At the beginning of the study, the following belief was expressed:

> It becomes quickly apparent that if the critical need for more and better trained vocational-technical teachers is to be met, greater effectiveness and efficiency in the teacher education system must be attained . . . . Those teaching skills and knowledge common to all areas (if they do exist) needed to be identified (Pope, 1972, p. 1).

After data from the study was compiled, the following recommendations were made:

> Using these results, curriculum development can be undertaken. The development of a common core curriculum that will be appropriate for teachers in all program areas in the vocational-technical field is herein provided with a foundation. Further consultation with and involvement of secondary and post-secondary teachers and administrators in vocational-technical programs will be necessary to determine additional performance elements which may have been overlooked and should be considered in any proposed core curriculum (Pope, 1972, p. 54).

"Model Curricula for Vocational and Technical Teacher Education" has been adapted and used at Oklahoma State University. The adapted instrument, "Measure of Professional Competence" is presently being used in home economics education research studies. Pestle (1973) reported that in a longitudinal study carried out with 31 Oklahoma State University home economics education majors who graduated in May, 1972, "Guidance competencies increased only slightly during the student teaching semester, with a notable lack of change both during the methods course and the first year of work out of college." Due to the lack of or slight change in the development of guidance competencies of home economics education graduates, a closer look will be taken at guidance and teaching, and the educational experiences which contribute to the development of guidance competencies.

Teaching and Guidance

> Guidance is that inseparable aspect of the educational process that is particularly concerned with helping individuals discover their needs, assess their potentialities, develop their life purposes, formulate plans of action in the service of these purposes, and proceed to their realization (Sinick, 1970, p. 1).

Vocational teachers have numerous opportunities for working with students in the guidance capacity.

Differences in family backgrounds and experiences cause differences in the students a teacher has in class. It is most important to obtain background information on students if one is to be responsible for guiding their activities. Most schools have some type of cumulative records which can supply information about the backgrounds of students. This information should be analyzed and used by the teacher. Further information may also be desired. Diagnostic tests may provide more information. A review of autobiographies written by students will aid in better understanding of students. Open-ended classroom interviews, open-ended questions and themes, unfinished stories and incidents, and sociograms are other means Taba (1962) has suggested for obtaining background information on students.

The teacher also has the responsibility for promoting constructive interrelationships with students. Home economics teachers have long believed that the home visitation of students is a valuable part of the home economics program. Hall (1961, p. 111) has the following to say about the value of home visits.

> Your direct and frequent visits in the homes of boys and girls help you to gain knowledge of each student's total environment. Yours is the privilege and opportunity of getting to know parents and home situations in an approachable and helpful manner. Your insights into home backgrounds can be helpful to others in the school, who, like you, are interested in helping each student achieve optimal development (Hall, 1961, p. 111).

The conference period which is a part of all vocational home economics teachers' schedules offers other opportunities for working with students. Hall (1961, p. 108) suggests the following use of the conference period.

> An alert teacher is constantly aware of individual differences and helps the pupil operate within his own abilities and limitations. During the conference period individual help can be given. Because of the nature of their classes, home economics teachers are in a position to counsel their pupils personally. The conference period provides school time for the teacher to help the pupil with his personal problems (Hall, 1961, p. 108).

Hall (1961, p. 109) suggests that whether the teacher is working with an individual in a conference situation concerning personal or family problems, a discipline problem, or in terms of helping a student make vocational choices, the teacher may find the following guides to interviewing helpful.

1. Provide an atmosphere for the interview that is private, comfortable, warm, and informal.

2. Be friendly, personal, relaxed, and natural.

3. Do something to put the person at ease. If he finds it difficult during the beginning conversation, introduce a topic of mutual interest or discuss something of pride and accomplishment.

4. Exhibit a keen interest in the student and what he has to say. Find out what he considers important. Give him ample opportunity to tell his own story.

5. Help him to see his own problem. Try to help him focus these problems in the proper perspective. Help him to become more objective about his statements.

6. Inquire regarding the steps he has already taken in attempting to solve his difficulties. Determine, if possible, how much interest he has in wanting to find better solutions.

7. Judge his actions objectively, if they have to be judged at all. Relate these attitudes to the student's standards and welfare.

8. Keep a friendly, sympathetic, and helpful relationship, but don't assume the responsibility for finding solutions to the student's problems.

9. Lead the individual to develop a definite plan of action for himself. When appropriate, suggest some possible next steps. Assist him to choose those plans that may prove most helpful, but leave the final decision to him. It is his life and he should have freedom to make his own choices. You can help him foresee the consequences of particular action steps.

10. Mention by title and location such books and other printed materials as might be helpful.

11. Curb the desire to preach, to moralize, to judge, or to make decisions.

12. Stimulate the student to think for himself and to develop his own plans (Hall, 1961).

One of the resource persons with whom the vocational teacher may work when providing guidance is the guidance counselor. Moser (1963, p. 165) indicates that the teacher is a very important person in the total guidance program.

> There are two fundamental reasons for good relations with the teaching staff. First, professional counselors have little opportunity to know students personally - to observe their problems and difficulties. Professional counselors are comparative strangers to the students, and teacher support is indispensable in selling counseling services to the students. It is from the teaching group that the majority of referrals to the counselor can be expected.

> Second, the teacher contributes to the information that must be gathered about each student. The teacher also helps in the solution of student problems through participation in testing, evaluation, and conferences. Many problems of students are directly related to their academic programs. The teacher's cooperation in these matters is without question a necessity (Moser, 1963, p. 165).

Moser further states that even though classroom teachers do have some background for the guidance of students, participation with guidance counselors in the school is most usually desirable.

> The training of most classroom teachers includes an introduction to guidance services and provides the teacher with a guidance philosophy and orientation. As the counseling task has become more complex, high levels of preparation for counselors have become necessary, so the teacher is usually not expected to do professional-level counseling. The role of the teacher is largely one of supporting the work of the professional counselors, and the entire program of guidance which in itself promotes counseling. However, some students will approach their teachers with decision-making and personal problems. The teacher must deal with these situations intelligently, taking all factors into consideration, including his own limitations (Moser, 1963, p. 165).

Other resource persons with whom the vocational teacher may work are health and welfare services. The resource person may be the school nurse, the county health nurse, or a worker from the Department of Institutions Social and Rehabilitative Services (commonly referred to as Department of Public Welfare).

Moser (1963, p. 174) states that "The school social worker makes a distinct contribution to the welfare of students." The social worker may deal only on a consultative basis with the teacher. Many behavioral as well as personal adjustment problems may be dealt with effectively by the teacher with the help of the social worker.

> The school social worker also serves in a cooperative manner with the social service agencies in the community. If a child is being treated at a child guidance clinic, the school social worker may be called upon or may volunteer the available school resources (Moser, 1963).

Health workers in the schools serve largely educational functions. An important part of their function has been to aid teachers in developing and presenting materials for health education. The health worker does work to some extent in preventive and diagnostic functions, however.

> The school nurse is the health worker most intimately related to the guidance function. Her work is invaluable in developing the cumulative records of students, wherein a health record is always pertinent. She is constantly instructing students in good health practices and often serves as a participating member of a guidance team . . . . The work os the nurse is especially important when the problem pertains to academic failure or a student's failure to perform up to his maximum capacity (Moser, 1963, p. 177).

Teachers may also work with other teachers in providing guidance for students. Strang (1953, p. 39) reports that "Sometimes in a school without a trained personnel worker, one or two teachers take the initiative for developing a guidance program." Teachers may talk with each other about the ways in which they are helping individual pupils. They may also express needs they have for information which would help them know more about the pupils they have in class. Hall (1961, p. 110) also emphasized cooperation among teachers in guiding students.

> Only as teachers share their perceptions regarding the needs of a particular youth and appreciate that some needs require concerted effort on the part of all teachers will they be fulfilling their guidance role of helping each individual become self-understanding and self-directing (Hall, 1961, p. 110).

Another very important resource person with whom the vocational teacher may work is the local employment service representative. State employment services are available to persons seeking employment with no fee attached. The State Employment Office is set up especially to do placement. It has access to all types of occupational and labor market information (Andrews, 1957, p. 9). Because the employment office lacks the thorough knowledge of a young person's background which the teacher possesses, it is important for the employment service and the vocational teacher to work together in guiding students toward occupational choices. Students need information to help them secure and fill out applications for jobs. Tips on writing letters of application and interviewing may also be helpful. The vocational teacher working with employment services can be of great help in aiding students to acquire this needed information. Because the vocational teacher does have a great deal of knowledge about the student seeking employment, letters of recommendation from the teacher to possible employers will help to inform the employer of the potential of the student.

Hall places a great deal of faith in the home economics teacher as a teacher-counselor.

> The informality of the home economics teaching setting provides a close contact with individual students. Because you [home economics teacher] know the student in his home and community setting as well as in the classroom, you are able to gain significant evidences of his behavior that should be indicative of his pattern of personal characteristics . . . you can share with other professional persons the information you have gained concerning individual students. It is perhaps in this latter role that you can make one of your most pertinent contributions to the total guidance program in your local school (Hall, 1961, p. 110).

Undergraduate Development of Guidance Competencies

Where do home economics education students develop guidance competencies? Pestle (1973) reported that the greatest increase in guidance competencies occurred during the student teaching experience with little or no gain during the methods course or during the first year after college. A closer look will now be taken at the objectives of the home economics methods course and student teaching in relation to the development of guidance competencies.

The home economics methods course, Home Economics Education 3313, does provide for the development of some guidance competencies according to the objectives stated for the course. The objectives for Unit III, "Human Relationships in Teaching" are stated below.

The student teacher will . . .

- -identify 10 factors which are generally known to contribute to a desirable classroom atmosphere.
- -recall 10 of the student rights developed by Phi Delta Kappa Commission on Education and Human Rights.
- -list three sources of information about students that are available to teachers.
- -discuss professional limitations that should be placed on the use of information about students.
- -list general conditions in personal and family life which may have a negative effect upon the student's participation in the learning situation.
- -enumerate ways of encouraging students to assume responsibility for their own learning.
- -list two common causes of poor classroom control.

-identify 10 specific teacher behaviors that are generally helpful in motivating students.

-discuss three or more factors which make discipline more difficult for student teachers than for experienced teachers.

-develop in writing a five-page statement of philosophy or belief regarding the teacher's role in developing an environment which facilitates learning and good relationships simultaneously.

There are additional opportunities for the development of guidance competencies in Home Economics Education 4720, Student Teaching in Home Economics. Some selected class goals from "Class Goals for Student Teaching" which may relate to the guidance area are listed below.

[Student teacher] relates information learned from home visits and other community experiences to classroom teaching.

[Student teacher] describes how various areas within a local school work together.

[Student teacher] identifies and uses community resources and services.

[Student teacher] guides students toward good decision making practices.

From the information available to this researcher, these are the only opportunities for developing guidance competencies as an undergraduate with the exception of individual experiences which may have contributed to competence during the off-campus student teaching experience.

What is Professional Commitment?

> . . . for many students the role of the professional home economist still seems somewhat remote in the face of the more pressing concerns of college life. For many the role of future wife and mother appears to be much more immediate and much more desirable than the prospect of a career woman in an important and well-paying job. Some students are not so much in the pursuit of a college education as of husbands with college educations. Thus, some are enrolled as home economics majors not because they are dedicated to careers as home economists but because the subject matter of home economics appears to have a fairly high degree of relevance to the traditional role of woman (Horn, 1969).

Those of us who are interested in the education of professional home economists certainly hope that the above statement does not describe the home economics teachers being graduated from our colleges and universities. How can one insure that those home economists who pass through the home economics programs designed to prepare professionals are committed to the profession of home economics? How can committed professional be identified?

Commitment may be defined as "the dedication or devotion of a teacher to the profession. Committed teachers are, by definition, those persons who are recognized as being devoted or dedicated to the teaching profession" (Loftis, 1964).

Horn (1969) defines commitment as "a kind of interest and self involvement that makes work no work at all." Soltis (1973) states that:

> In order to be or to desire to be a teacher, one must be driven by the dominant passion to teach . . . to help others learn. To have passion to teach is to receive joy, satisfaction, and a sense of worthwhile accomplishment from serving . . . .

Other indications of commitment according to Loftis (1970) are professional identification which includes identification with the profession, membership in professional organizations and involvement in professional activities, participation in activities approved by the profession, and avoidance of controversy.

Supervising teachers are significantly more committed than teachers in general and the more committed supervising teachers perceived role fulfillment to be less difficult than teachers who were less committed. Teachers who indicated high commitment to the profession had a more positive attitude toward research than those teachers who indicated less commitment (Loftis, 1970).

Meis, as reported by Loftis (1970), concluded that teachers who are identified as more accepting of people of diverse backgrounds can be distinguished by the degree of commitment to the teaching profession.

How is Commitment Developed?

Inman (1973) believes that the faculty must provide opportunities for adequate professional preparation. "Home economists who are well prepared for a position benefit the profession as a whole and make the way easier for others to obtain work." Inman (1973) further states that "off-campus experiences may also have merit provided someone with professional expertise gives the students insights into a profession and provided the student and faculty members plan the experience together."

An example of off-campus experiences was carried out by Hunter College of the City University of New York. Project 120 began in

Junior High School 120, Manhattan. The project was an effort to prepare future teachers especially for teaching in depressed areas. The schools chosen for Project 120 and other similar programs had certain things in common. They were located in depressed areas characterized by a high delinquency rate and a large proportion of families on relief. The schools had had numerous vacancies in the teaching staff, had a record of teacher turnover, and had an administrator who was willing to cooperate with Hunter College of the City University of New York.

The program was based on the following basic premises (Schueler, 1964):

(1) Teaching, and student teaching, in special service schools can be professionally and personally challenging and rewarding.

(2) Supervised experiences in schools serving lower-class neighborhoods can dispel fears that are based on rumors and ignorance of actual conditions, thus releasing the future teacher to deal more effectively with the real problems of teaching and learning that exist in such schools.

(3) A range of direct contacts with community leaders and agencies, as well as with the school's teachers and administrators, will enable the student teacher to gain insights concerning the pupil backgrounds.

(4) College and school personnel and a maximum amount of actual classroom experience will give the student teacher increased confidence and enhance his professional growth.

(5) All those who have met requirements for admission to student teaching should be informed about the special program, but only those who volunteer should be considered for it. Volunteers should be screened by personal interview.

(6) The prospective teacher will profit most from pre-service experience in the specific school in which he will eventually teach.

When the program first began, the student teachers were placed in specific vacancies for which they had been prepared. After completing successful student teaching and passing the required license examination, they were assigned to the school in which they did student teaching, if they wished. Due to an assignment system agreed upon by the AFT and the Board of Education, some changes have been made in the "guaranteed placement" of teachers; however, most graduates of the program will continue to be placed in the schools where they did student teaching.

During the student teaching experience, the future teacher visited social agencies, religious institutions, places of recreation, and law enforcement agencies. They also had opportunities to interview community leaders. These experiences helped them to know more about the students they have in class.

The project, measured against the objectives of the program, has been a success and continues to be a success. Almost 80 per cent of the graduates have taken teaching positions in the schools where they did student teaching.

Administrators in schools where the project has been carried out report that graduates of the program "encounter far fewer difficulties than other beginning teachers and that they deal more effectively with the problems that arise."

> The contributions of Project 120 to the improvement of teacher education in urban areas are only the beginnings, but they do represent tangible results of the commitment of one urban institution to see solutions to the problems of educating disadvantaged children and youth (Schueler, 1964).

Loftis (1970) believes that home economics education programs will be more successful "when we have the courage and ingenuity to provide real-life experiences as part of the home economics program." One example Loftis (1970) gave of this type program was a project reported by East and Boleratz:

> As part of the experience, students spent a period of ten weeks living and working in home situations characterized by low income, large families, and limited education. The students held jobs with low pay, routine work, and association with fellow employees.

It is recommended that teacher education programs provide for instructors who are themselves committed to the profession for,"The really important changes in education will come only with a change in the teachers themselves" (Loftis, 1970).

Development of Commitment in Home Economics Education at Oklahoma State University

What is the Department of Home Economics Education at Oklahoma State University doing to develop commitment to the profession? According to "Objectives for the Under-Graduate Home Economics Education Program at Oklahoma State University," January 12, 1970, it is important for the teachers of Home Economics to develop these competencies:

(1) Ability to plan and develop an effective home economics program which is adapted to the needs of pupils at different stages of their development and in line with changing family and community needs.

(2) Ability to implement the Consumer and Homemaking program as designated in the Vocational Education Act of 1963 and the Amendments of 1968.

(3) Ability to implement the gainful employment programs at the high school level as stated in the Vocational Education Act of 1963 and the Amendments of 1968.

(4) Ability to relate homemaking education to a total school program and to the improvement of home and family life.

(5) Ability to appropriately select and utilize a variety of methods and resources in order to reach specified behavioral outcomes.

(6) Discrimination in selection and use of resource materials and personnel.

(7) Ability to establish and maintain a classroom climate which facilitates learning.

(8) 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.

(9) Some ability to understand and work with all students in our multi-cultural, multi-class, and multi-racial society.

(10) Ability to cooperate with other teachers and community members and to contribute leadership in planning for and providing family life education for all age groups.

(11) Development of a personal philosophy of home economics and the home economist in society.

(12) Ability to apply in one's own living basic principles in such areas as management, art, psychology, economics, and science.

(13) Understanding and judgement in various aspects of personal and family living sufficient to command the respect of students, parents, and colleagues.

(14) Some ability in understanding and using research findings in planning relevant programs in Home Economics.

(15) Active participation in professional organizations and conferences concerned with the different aspects of Home Economics and Home Economics Education.

(16) Development of a philosophy of vocational education and an understanding of the home economist's contribution to vocational education.

The Oklahoma State University Home Economics Education curriculum does provide for off-campus experiences. Students in Methods of Teaching Home Economics have an off-campus observation in a vocational home economics department. The home economics education student has an opportunity to see first hand experiences of the home economics teacher as she performs her responsibilities. Observation of junior high and/or high school students gives the future teacher first hand experiences of student behavior. The education student presents a lesson to a home economics class in her observation center while she is off campus.

The student teaching experience is a seven week off-campus experience. Student teachers are supervised by trained cooperating teachers and college supervisors from Oklahoma State University. Student teachers are encouraged to participate in all activities which involve the home economics teacher in the school and community. Membership and participation in professional organizations is encouraged. It is hoped that the student teacher will gain first hand knowledge of the responsibilities and satisfactions of the profession during this off-campus experience. An opportunity for sharing professional experiences is provided after student teachers return to the campus. These experiences contribute to professional commitment.

Professional Education and Student Teaching Practices Which Contribute to the Preparation of an Educator

Teacher educators are concerned with the problems of preparing future educators for their roles of teaching. The conclusion Conant (1963, p. 141) reached on the basis of what he and his colleagues have seen, heard, and read is that "Professors of education have not yet discovered or agreed upon a common body of knowledge that they all feel should be held by school teachers before the student takes his first full time job." To date, there is no conclusive research which proves beyond a reasonable doubt that one type or pattern of teacher education is superior to another (Conant, 1963, p. 141).

Researchers do continue to seek answers to questions concerning the academic preparation of teachers. A group of educators from several Denver area school districts and Colorado teacher-education institutions struggled with questions concerning the type of professional education program needed to prepare teachers. They decided that a teacher-education program should do the following:

(1) It should make teacher preparation the continuing, cooperative responsibility of both the university and the public schools.

(2) It should reduce the barrier between theory and practice by providing neophyte teachers with extensive laboratory and work experiences during their preparatory program.

(3) It should develop differentiated instructional roles and salary scales using student instructional assistants, student interns, and experienced teachers in the role of teacher educators.

> (4) It should provide better screening of candidates and more realistic induction of students into the profession in order to reduce the current wasteful loss of certified teachers who do not teach (Taylor, 1971, p. 532).

In designing an exploratory educational program for preparing secondary teachers, it was decided to move all professional work into the public school districts. The students were to receive instruction in general education and their specialized teaching field at the university. Students were to enter the professional education program after two years in general education. During the junior and senior years, students were employed two days a week in the school districts and were also completing academic work in their various teaching fields at the university. During the junior and senior years, instruction in professional education was presented to students in their school districts via seminars. During the senior year, special methods courses were taught in the school. A year of internship was to follow the four years of academic preparation. The plan provided for a progressive transition from complete campus-based academic activity in the first two years to a school-based, professional activity during the junior and senior years culminating in a fifth year of internship.

Even though the program has had some problems, it is felt that none is too large to overcome. After two years evaluation of the program this conclusion was reached:

> In summary, the program has promise, for it brings teacher education into the schools where it belongs. Ultimately, it is in the classroom where the problems of teaching are either solved or ignored; hence, here is where teacher preparation should be conducted (Taylor, 1971, p. 534).

Student teaching is certainly not an innovation in educational practice. "One could make the case, for example, that a dialogue with

Socrates was practice in teaching for the young Greeks who were themselves to become teacher-philosophers" (Merrill, 1967, p. 8). The National Education Association had eight committees dealing with problems of teacher education, including student teaching, from 1873 to 1899. The Association for Student Teaching has had annual meetings with published proceedings since 1920 (Merrill, 1967, p. 10).

Even though student teaching is not a new concept in education, it is still getting a lot of attention. Educators on one hand praise the benefits of student teaching while educators on the other hand insist upon change and reform. State agencies require student teaching for certification, yet few states recognize student teaching as an official program. "Student teachers in local school systems have been viewed as everything from unwanted guests to unpaid employees" (Merrill, 1967, p. 17).

To learn more about student teaching as part of the educational process, let us look at some of the benefits, responsibilities, problems, and programs of student teaching today.

What is Student Teaching?

Fuson states that:

> Student teaching is that irreplaceable link between the world of theory and the world of reality. It is a time when the student, under professional supervision, is given an opportunity to test the vicarious learning of the college classroom in the laboratory of the public school classroom. It is the time when the student teacher is allowed to take his first steps toward the development of a teaching style which will become uniquely his (Fuson, 1973, p. 18).

The Oklahoma Education Teacher Education and Professional Standards Commission defines student teaching as:

> . . . a period of guided teaching during which the student, under the direction of a cooperating teacher, takes increasing responsibility for leading the school experiences of a given group of learners over an extended period of time and engages directly in many of the activities which constitute the wide range of a teacher's responsibilities (Fisher, 1972).

Whatever definition is given to "student teaching," it is almost universally regarded as an integral part of the preparation of educators. Conant (1963, p. 142) states that ". . . the one indisputably essential element in professional education is practice teaching." Sinclair and Peters (1970, p. 430) believe that, "If student teaching is a stimulating and rewarding experience, the new teacher will be an asset to the schools of America." In a study conducted by Pestle (1973) it was found that more growth in competencies recognized necessary for vocational educators was made during the home economics student teaching experience than in the home economics methods course or during the first year out of college.

What Are the Benefits of Student Teaching?

The "Student Teaching Manual for Supervising Teachers, Administrators, and Student Teachers," prepared by the Division of Teacher Education, University Council on Teacher Education, Oklahoma State University, 1966, states the purposes of the student teaching program at Oklahoma State University.

(1) To provide practical experiences for more realistic interpretation and application of educational theory in terms of child growth and development.

(2) To provide opportunities for integration of subject matter in teaching experiences.

(3) To prepare students further, personally and professionally, to assume their roles as teachers, citizens, and family members.

(4) To provide student teaching experiences that will give prospective teachers an opportunity to try out, in practical situations, the concepts, skills, attitudes, and knowledges, which they have developed.

(5) To provide Oklahoma State University an opportunity to evaluate its pre-service program in teacher education in order to insure continuous improvement.

Additional benefits of student teaching experiences are cited by Merrill (1967, 123).

Student teaching helps the prospective teacher to realize the importance of teaching.

Student teaching enables one to acquire a realistic perception of pupils and their needs.

Student teaching teaches one to accept and to live with responsibility.

Student teaching forces one into vital human inter-relationships.

Student teaching provides acceptance and an opportunity to identify with professionals.

Student teaching provides a living demonstration of the essential value of help and service to others.

Student teaching gives meaning to the importance of the individual child.

Student teaching provides the opportunity for one to find himself within his chosen profession.

Student teaching is a setting in which students mature rapidly and develop a new perspective on what maturity means.

Student teaching introduces the prospective teacher to the realities of work--the time, energy, and thought--which good teaching requires.

Student teaching rewards the student teacher by permitting him to see pupils grow and develop and occasionally experience the thrill of discovery.

> Student teaching enables an individual to get initial insights into professionalism and the responsibilities which it thrusts upon the individual.
>
> Student teaching enables one to realize the complexities, the difficulties, and the challenges which face a person who presumes to help others to learn.
>
> Student teaching offers one the practical test of discipline and control of children, a subject which is easy to talk about but difficult to do.
>
> Student teaching provides one valuable lessons in "social distance" and role concepts which pupils have of teachers.
>
> Student teaching is a humbling experience, for it forces one to acknowledge some of his own limitations.
>
> Student teaching confronts one with the perceptions which other persons hold of himself, an unexpected confrontation which can be very important to the individual.
>
> Student teaching not only gives one vivid perceptions of professionalism, but it introduces the student teacher to the kind of commitment which teachers must have.
>
> Student teaching often goes beyond preparation for teaching and provides one a sense of direction for life.
>
> The student teaching program points up weaknesses which an individual has but it also builds a kind of confidence, interest, and sense of purpose which will support one as he moves into his first teaching assignment (Merrill, 1967).

One can readily see that student teaching is considered to be important and beneficial to student teachers, but it can also be beneficial to others in the student teaching program. The cooperating school where student teaching takes place, the cooperating teacher, and pupils may benefit in several ways. According to Moss (1967, p. 401) first and foremost in the benefits are improvements in instruction. The pupil-teacher ratio is reduced and more individual and

small-group instruction is possible. More reinforcement of learning is given through additional contact with interested adults.

Merrill (1967, p. 106) emphasizes that even though student teachers are not yet certified teachers, they are only weeks away from being fully certified. The extra professional help they provide can be most helpful.

> Their teaching is often as stimulating, creative, and beneficial to the students as that of the regular teacher, who may be overworked or caught up in other concerns. The professional contribution of the student teacher should be acknowledged (Merrill, 1967, p. 106).

According to Kallenberger (1972, p. 36), "The cooperating school principal is very much aware of a fringe benefit the school receives through participation in student teaching programs--the professional growth of his teaching staff." Kallenberger further reports that cooperating teachers and even the school faculty as a whole benefit from a form of inservice education. Cooperating teachers are given an opportunity to re-examine their behavior "in light of advances in research and practice" (Kallenberger, 1972, p. 36).

In discussing the cooperating teacher--student teacher relationship, Lewis (1973, p. 17) makes the following comment.

> If you work with a student teacher this year, you are fortunate. You will receive as well as give help. For in this job of working with a student teacher you have a chance to serve the profession and thereby produce better qualified teachers.

What Are the Responsibilities of Those Participating in Student Teaching?

All participants in the student teaching program have responsibilities for a portion of the program. The student teaching experience

should be more meaningful to everyone involved if all participants understand and carry through their portion of responsibilities.

The training institution has important contributions to make to the total student teaching program. The college or university should:

(1) Provide a course of study closely aligned with the needs and purposes of teacher education.

(2) Provide a course of study directed at the future needs and purposes of the teacher education program.

(3) Be sure that the students have no personal problems of such nature as to interfere with his success as a student teacher.

(4) Provide help with preparation of teaching aids and supplies to be used in student teaching.

(5) Provide some basic information about
   (a) school finance
   (b) report forms

(6) Be sure the student teacher understands conduct which is expected of him while at student center.

(7) Provide adequate training and practice in preparation and use of lesson plans.

(8) Develop an understanding of the use of teaching materials and teaching aids.

(9) Develop an understanding of the different teaching methods and how they can be used most effectively.

(10) See that the student teacher has a clear understanding of how and by whom he will be evaluated ("Student Teaching Manual for Supervising Teachers, Administrators, and Student Teachers," O.S.U., 1966).

The college supervisor also has responsibilities for the success of the student teaching experience. These responsibilities include:

(1) Involvement in the orientation of students to the student teaching program.

(2) Development of communication between the staff of the cooperating school and the staff of the preparing institution.

(3) Systematic observation of student teaching classroom activities.

(4) Supervision and evaluation of student teacher strengths and weaknesses.

(5) Assisting student teachers in identifying their strengths and developing techniques to improve in their areas of weakness (Fisher, 1972).

It is recommended that the supervisor have at least three years of successful public school teaching experience. He should be able to establish non-threatening relationships with all persons involved in the student teaching program. He should be willing and able to give constructive criticism (Fisher, 1972).

Kallenberger (1972, p. 22) reports that "one of the most important roles played by the college supervisor is that of providing support for both the student teacher and the cooperating teacher."

The administration of the cooperating school also have responsibilities for a successful student teaching program. The superintendent has the following responsibilities.

(1) To determine the advisability and extent of the district's participation in student teaching.

(2) To interpret the student teaching program to his board of education and community as to its implications for the overall educational program for the school district.

(3) To provide leadership in helping to establish criteria for the selection of buildings, areas of the community and the teachers to be involved in the student teaching program.

(4) To provide for necessary contractual agreements between the school district and the teacher training institutions (Fisher, 1972, p. 28).

The principal of the school also has important responsibilities. Kallenberger reports these responsibilities of the principal.

> The principal can be the KEY person in the student teaching experience by helping to set the climate for acceptance of the student teachers. He can make suggestions relative to student teachers visiting other teachers in the school to see different teaching methods and other grade and age levels. It is the role of the principal to help student teachers understand the work of the counselor, school social worker, assistant principal, janitorial force, and how their work is all related to the total functioning of the school In some of the larger schools, the principal may have an assistant who is in charge of the student teaching program for the school, and in that case, the assistant principal would assume the above mentioned duties (Kallenberger, 1972, p. 38).

The cooperating teacher is a very important person in the student teaching experience. Lewis (1973, p. 17) believes this about the cooperating teacher's role.

> Cooperating teachers have tremendous influence upon the student teacher during the intern teaching period. Others also influence the student teacher but not to the extent the cooperating teacher does. Chances are excellent that the student teacher will mold his teacher career after his cooperating teacher's habits.

The responsibilities of the cooperating teacher include the following:

(1) To provide an observation period of one to five days at the beginning of the student teaching experience.

(2) To discuss teaching assignments with the student teacher as early as possible.

(3) To acquaint the student teacher with school policy as early in the student teaching period as possible.

(4) To introduce the student teacher to administrators, faculty, and community members as soon as possible.

(5) To provide for increasing participation in the instructional program including full responsibility for teaching on a part-time basis during the second week and on a full-day basis by the end of the third or fourth week.

(6) To provide at least one hour each day for conference on improving teaching. Some conferences should be arranged so they can be carried on without interruption.

(7) To provide opportunities for the student teacher to gain experience in all the different methods of instruction.

(8) To provide participating experiences in the following areas:
   (a) classroom teaching
   (b) individual student conferences
   (c) conducting field trips
   (d) supervising extracurricular activities and responsibilities.

(9) To allow student teacher enough freedom in his work to enable him to develop his own initiative.

(10) To provide an atmosphere of free give-and-take of constructive criticism necessary to improvement.

(11) To guide the student teacher in self evaluation aimed at improvement of teaching ("Student Teaching Manual for Supervising Teachers, Administrators, and Student Teachers," O.S.U., 1966).

Trimmer (1961, p. 229) suggests "that if a cooperating teacher cannot release his class, then it might be advisable that he not accept a student teacher!"

Student teachers also have responsibilities for making an effective student teaching program.

It is important that the student teacher:

(1) Be forthright and completely honest in all dealings with the cooperating teacher.

(2) Invite criticism, accept the negative and learn to accept the positive gracefully.

(3) Accept any criticism with the view that it is for one's improvement.

(4) Have lesson plans and all other responsibilities ready on time.

(5) Check with the cooperating teacher before attempting an innovation or departure from the regular classroom routine.

(6) Listen carefully to any suggestions given by the cooperating teacher.

(7) Be courteous and appreciative at all times.

(8) Endeavor to be open minded in dealings with the cooperating teacher and other members of the staff.

(9) Be as friendly and pleasant as possible.

(10) Emphasize mentally the positive and/or strong points exhibited by the cooperating teacher (Do not expect him to be perfect).

(11) Do not carry tales out of the classroom.

(12) Accept enthusiastically one's share of all responsibilities regularly assigned to members of the staff ("Student Teaching Manual for Supervising Teachers, Administrators, and Student Teachers," O.S.U., 1966).

What Are Some of the Problems Involved with Student Teaching?

The fact that the student teaching activity was formerly known as "practice teaching" carries the connotation that there will be repetition without intention of change. There are still persons involved in the educational process who do not believe student teaching to be of much benefit (Merrill, 1967, p. 15).

The financing of student teaching is expensive. Costs include payments to cooperating teachers, salaries of university supervisors, and travel expenses for supervisors and occasionally student teachers. There are also costs for in-service workshops and conferences for cooperating teachers, printed guidebooks or other materials for use

in the program, as well as administrative overhead (Edelfelt, 1969, p. 26).

There is always the question of how much time should be spent on the job of student teaching. Until quite recently many institutions tried to schedule regular university classes with laboratory periods of two or three hours for student teaching in a nearby school (Edelfelt, 1969, p. 18). This type arrangement does not provide the student with an adequate concept of the role of teacher.

Most institutions now have a "block plan" or a "professional semester." This arrangement frees the student from responsibilities at the college or university so that he may spend a period of time in a cooperating school participating in full day teaching assignments. There is little agreement on the number of weeks which should be involved in the student teaching period. The time varies from four to eighteen weeks (Edelfelt, 1969, p. 18). Other time plans are also found in the literature.

There are also problems involved in the selection of cooperating schools and cooperating teachers.

> The college personnel must be responsible in not only choosing centers of the highest quality, but also seeing to it the student teacher is placed with the very best supervising teacher or teachers. There have been cases where student teachers have been used like "green stamps." They have been given to friends, supporters, inexperienced, weak, or ineffective teachers. Schools have accepted student teachers solely for the purpose of free substitute teachers. Sometimes student teachers have been passed around in a department or school in order that no feelings will be hurt (Lewis, 1973, p. 19).

Criteria for selecting cooperating teachers and cooperating schools have been established at Oklahoma State University. Criteria for cooperating teachers should include:

(1) A minimum of three years successful teaching experience.

(2) A least two years in the current teaching assignment.

(3) An expressed willingness to accept student teachers with adequate understanding of the time necessary for their supervision.

(4) A demonstrated capacity for conveying both theoretical and practical ideas to others ("Student Teaching Manual for Supervising Teachers, Administrators, and Student Teachers," O.S.U., 1966).

Criteria for judging the acceptability of a student teaching center are:

(1) The administration must be willing to accept its part of the responsibility of supervising, assisting, and evaluating the student teacher.

(2) The administration must be willing for the student teacher to work with enough freedom to encourage growth.

(3) The faculty must be aware of the importance of a correct introduction of the student teacher to the profession of teaching.

(4) The faculty must be willing to share its wealth of experience with the future teacher.

(5) The student body must be willing to accept the student teacher as a teacher and treat him with due respect. The attitude of the administration and faculty will have much influence on the attitude of the student body.

(6) The community must be willing to accept the student teacher as an important, though temporary, member of the community.

(7) The parents of the students should make a special effort to encourage community participation by the student teacher.

(8) Civic organizations, churches, and clubs should strive to make the student teacher feel a part of the community life.

(9) Newspapers, radio, and television should be informed that they can play an important part in acquainting the community with the student teacher ("Student Teaching Manual for Supervising Teachers, Administrators, and Student Teachers," O.S.U., 1966).

As long as student teaching centers continue to be selected away from the training institution, there is bound to be overlapping of areas where two or more institutions have assigned student teachers. This presents problems because student teaching programs vary from one institution to another. There are differences in starting dates, the number of weeks spent in the school, the recommended procedures for conducting student teaching, the philosophy of supervision, and the amount and kind of pre-student teaching activities. These differences cause problems for school administrators who wish to provide effective student teaching programs. Cooperation is needed but there seems to be little agreement upon how cooperation can be achieved (Edelfelt, 1969, p. 22).

Where Do We Go from Here?

A number of experiences are now being used to better prepare educators for their role as teacher. A review of available literature reveals that simulation devices, interaction analysis, learning episodes, clinical experiences, microteaching, miniteaching, and other innovative experiences are often discussed and used. Earlier field experiences such as the sophomore student teaching program described by Murray and Harsanyi (1972) are also being used and evaluated for their value in the education of teachers. The internship, however, continues to be one of the most promising methods for the training of future educators.

It has been suggested that longer, more comprehensive laboratory experiences than the student teaching experience be provided for training students of education. The internship is one means of providing this type of training. The following criteria characterizing the internhsip have been listed by Marvin Henry (Moss, 1967, p. 399).

1. A fifth year program
2. The top of a sequence of professional training
3. A contract, usually negotiated with the board of education
4. A stipend or pay, usually provided by the local school district
5. A responsibility for a reduced work load, usually 75-80 per cent of the normal class load
6. Corresponding college course work
7. Supervision by both college and public school personnel (Moss, 1967, p. 399).

If educators are sincere in helping student teachers accept responsibility, become accountable, and achieve professionalism, they may need to make changes in present education curriculum. " . . . perhaps we may make a beginning at the beginning, as young people approach the profession with the student teacher. It may be one small step toward the improvement of student teaching, but one giant leap toward professionalism" (Bills, 1970, p. 160). Bills recommendations for improving the student teaching experience are as follows:

(1) Students planning to teach should complete the work leading to a degree in an approved, accredited teacher preparation institution before entering a school for student teaching.

(2) Students should apply to the school districts of their choice for admission as teaching interns, the procedure to be similar to that of applying for teaching positions. Perhaps some will not be acceptable to the schools of their choice just as some college graduates applying for admission to graduate school are not accepted.

(3) Interns should be assigned to the most able, the most responsible master teachers--those teachers who have proved their merit and who will be stimulated by this opportunity to train and supervise potential teachers. These supervising teachers should be tenure teachers who have at least three years of successful teaching experience; they should be teachers who are neither new to a school nor new to a teaching assignment; they should be teachers who are members of their professional organization.

(4) The intern should be under the supervision of several teachers or a team of teachers during his internship. This will enable him to observe and learn various methods and procedures, and thus he will be less apt to become a carbon copy of any one teacher. In small schools, the principal of the school would also provide supervision. In larger schools, the heads of departments would assist in supervision.

(5) The period of internship would be increased to a year, this period to include observation, teaching, and as Dr. Bullenwieser says, the learning "how to piece together a day-long set of activities; how to manage a classroom; how to handle groups; indeed how to be a teacher."

(6) A realistic compensation would be provided the teaching intern for this realistic, year-long experience.

(7) There would, of course, be no grade attached to the completion of the internship. A precise and comprehensive recommendation would be given, and the initial licensure of the teacher would hinge upon his successful completion of the internship (Bills, 1970, p. 160).

There are those who believe that "since the paid teaching internship has been so successful as a fifth year program, its features could be incorporated into the college students' senior year" (Moss, 1967, p. 400). At Colorado State College, there is an undergraduate internship program. The program places students in the regular classroom for one-half day for a full year. The student teacher works under the direction of a master teacher throughout the

school year. Each student teacher is accepted as a regular faculty member, certified by the state department of education, and paid under contract by the local school district. For the services rendered, the intern receives $500 and 16 hours of advanced student-teaching credits from the college. Benefits of the program are numerous.

> First, by working with selected master teachers, students learn better classroom procedures and are able to observe more efficient ways of teaching.
>
> Secondly, because of the class size involved, the very important element of team teaching has to be an integral part of the internship program; consequently, the interns are trained in procedures and techniques of team teaching--experiences which the typical student teacher seldom receives.
>
> Third, interns spend considerably more time in the classroom than does the typical student teacher. They begin the year with the master teachers and pupils, attend all district workshops and teacher in-service meetings, and carry through until the final bell sounds in the spring. For all practical purposes, the intern has a full year of teaching experience which gives him a "whole" picture of what is actually involved in teaching.
>
> Fourth, as an intern, each student is accepted by the building faculty as a co-worker and fellow faculty member (Moss, 1967, p. 400).

Merrill (1967, p. 98) suggested that institutions sponsoring internships should resist at least three major pitfalls.

> The school system, especially if the intern is being paid, will be tempted to overload him too soon with responsibilities.
>
> The second pitfall is inadequate supervision from both the school system and the college.
>
> Finally, there may be a tendency to settle for a fair teaching performance rather than to insist upon excellent instruction and remove the intern whose performance is below standard.

Problems of the First Year Educator

Even though teacher educators plan programs and experiences to prepare the beginning educator for the roles of the teacher, it is not uncommon for beginning educators to experience problems for which he was not prepared.

When four beginning teachers were asked "What were your most difficult problems your first year of teaching?" they stated that planning for class time, classroom control, preparing lesson plans, grouping students, and meeting parents were among their most difficult problems. When asked "Do you feel that your teacher-education institution prepared you adequately for the realities of teaching today?" two of the beginning teachers stated that student teaching was not a part of their training. Another of the beginning educators stated that her student teaching experience was helpful. This educator did believe that there should be more time allowed for observing and teaching and suggested that education majors should start observing classes during the sophomore year (Colo, 1971, p. 55).

When asked "What advice would you give to a new teacher?" the beginning educators made the following remarks:

> Spend as much time in a classroom as possible before you take over your own class and collect as much resource material as you can.
>
> Start planning before September! Find out as soon as possible what textbooks you'll be using and what library facilities the school and county has. Then begin making master plans and subdividing them into units.
>
> Start off with a firm attitude and continue it throughout the year.

> To new teachers I would say that all that book learning and all those courses don't amount to a thing unless you have the soul, or the human understanding to deal with children. Don't think just because you've got that B.S. or M.S. or whatever that you've got it made. Remember, you're working with human beings (Colo, 1971, p. 59).

Ryan (1970) indicates that even though most beginning teachers think they know what to expect when they accept their first teaching position, there may be a few surprises.

> The shock of the first year of teaching is difficult to discuss because each beginner's experience is unique. It is a product of the interaction of his own psyche and milieu of his school. Amid the familiar surroundings of classrooms and students loom events and individuals for which the beginner is unprepared. Young teachers report a variety of causes for their shock. They find high school students are hard to reach; they underestimate the difficulty of motivating them and overestimate their own skills as disciplinarians. They do not anticipate the amount of time and work necessary to keep up with students. The volume of administrative tasks surprises them. They are unprepared to handle classes and take roll, write tardy slips, read notices from the office, and execute the dozens of ever-present administrative details. The emotional and physical drain of teaching five periods a day leave them little energy for anything else. They are hurt by unprovoked hostility from their students. The invisible barriers which keep their students from understanding concepts and ideas stagger them. They are crushed by the students' disdain for the subject matter they so cherish. Some are overwhelmed by the discovery that they do not like adolescents" (Ryan, 1970, p. 172).

Hunt (1969) believes that beginning teachers have the heaviest work load of any of the school staff. They have little or no experience on which to base decisions; senior colleagues have usually chosen the favorite courses and most able students; and, the new teacher embarks on a full day of teaching at least five classes and has a full load of extra duties which are entirely new to him.

Hunt further states:

> We have got to stop kidding ourselves--teacher training institutions, however excellent, won't and can't prepare teachers for the full and immediate responsibilities they face the day they enter the classroom in September. Thus far our attempts to bridge the gap between the theory of the teacher training institution and the reality of the everyday classroom situation have been almost totally ineffective (Hunt, 1969, p. 34).

CHAPTER III

PROCEDURE AND METHOD

This chapter describes the procedure followed to determine the state of knowledge regarding competencies needed to be an effective educator; to learn what competencies are being emphasized in home economics professional education courses; to determine what changes in feelings of competence in competence categories occurred during the student teaching experience and the first year after graduation for one group of student teachers; to compare beginning educators' feelings of competence; and to evaluate professional home economics education courses in relation to the graduates' ratings of the benefits received from the courses.

Review of Related Knowledge

A review of literature which is related to the development of competence of home economics educators was made. Sections included in the review were related to the competencies which contribute to the effectiveness of educators' professional education and student teaching practices which contribute to the preparation of educators, and problems of first year educators. These topics were discussed in Chapter II.

Course objectives were obtained for each of the six professional

education courses required for home economics education students. These objectives were reviewed to learn what competencies are emphasized in home economics professional education courses at Oklahoma State University.

Development of Instruments for the Collection of Data

In order to determine what changes in competence category means occurred during student teaching and one year after graduation for one group of student teachers and to compare beginning educators' feelings of competence with their administrators' ratings of their competence, two data gathering instruments were necessary. A third instrument was also used to gather personal and professional information from each home economics graduate.

Gathering Ratings of Competence from Educators

The instrument used for gathering self-rated competence ratings from home economics educators was the "Measure of Professional Competence." This instrument was adapted from the original instrument developed by Calvin J. Cotrell et al. in the study, "Model Curricula for Vocational and Technical Education" at Ohio State University (Ferguson, 1971). The adapted, shortened instrument was being used by the Oklahoma State University Home Economics Education faculty for evaluation purposes. The shortened, adapted instrument is organized under five competence categories:

Competence Category

Instruction: Planning
Instruction: Execution
Instruction: Evaluation
Guidance
Professional Role and Development

These five categories had been further organized into 20 competence clusters with varying numbers of performance elements.

Competence Clusters	Performance Elements
Instruction: Planning	
Design a course unit	9
Plan a lesson	8
Develop instructional materials	6
Instruction: Execution	
Direct student activity	16
Promote group interaction	5
Apply basic instructional strategies	10
Employ teacher-centered methods of instruction	8
Engage educational media and resources	21
Instruction: Evaluation	
Evaluate performance of students	10
Develop tests and rating sheets	8
Administer and analyze tests	4
Guidance	
Obtain background information on students	7
Promote constructive interrelationships with students	7
Counsel students	6
Involve resource persons and agencies in assisting students	8
Assist students in planning post graduate education and employment	6
Professional Role and Development	
Uphold philosophy and goals of the profession	7
Contribute professional service	8
Advance ones' professional competence	8
Assist with general school duties	2

Educators were asked to rate their feeling of competence of each of the 164 competency elements using a five point scale:

1. Have never had the opportunity to do this
2. Feel uncertain or insecure in this area
3. Feel adequate in this area
4. Feel confident of my ability to do well in this area
5. One of my strengths; as good as an experienced teacher

The range of possible scores for the complete instrument was from 164 to 820 points.

Three open end subjective statements were also included on this instrument so that educators could suggest ways in which cooperating teachers might help student teachers develop more competence, suggest additional experiences in professional home economics education courses to better prepare educators, and indicate the name of the school or company for whom they work.

Administrators' Evaluation of Educators' Competence

"For Your Consideration" was developed by the researcher for collecting judgements from administrators concerning the competence of the educators who worked under their supervision. The instrument (see Appendix D) contained 20 statements which correspond to the 20 clusters found on the instrument used to collect the educators' self ratings of competence. Example:

Competence Cluster	Administrator's Statement
Design a course unit	Home economist demonstrates ability to plan a course of study.

Administrators were asked to evaluate the educator under his supervision on these 20 clusters of performance by using the following

five point scale:

(5) almost always
(4) usually
(3) occasionally
(2) seldom
(1) never
(0) have had no opportunity to observe

Collecting Background and Professional Information

"A Second Look" (See Appendix B), the instrument used for collecting personal background and professional information, was adapted by the researcher from an instrument used in the longitudinal study at Oklahoma State University, College of Home Economics, being carried on by Pestle (1973). The instrument contained 30 structured questions which inquire into the educator's home economics background and her present professional situation.

Collection of Data

There were two samples used in the study of the development of teaching competencies of home economics educators. The first sample consisted of 26 home economics education students who completed the student teaching block in the fall semester of 1971. In October, 1971, before leaving campus to student teach, the 26 students were administered the self-rating of competence instrument by a member of the Home Economics Education faculty. In December, 1971, after the completion of the student teaching experience, the 26 students were again administered "Measure of Professional Competence." In May, 1973, "Measure of Professional Competence" and "A Second Look" were mailed

by the researcher to each of the 26 home economics graduates. Twenty or 77 per cent of the questionnaires were returned and analyzed. Telephone follow-up was used to encourage better questionnaire return. One additional questionnaire was returned after the data had been analyzed. Fourteen of the 20 who returned the questionnaires were employed in home economics positions.

As the educators returned their questionnaires, "For Your Consideration" was mailed to the administrators of those 14 who were employed in home economics teaching, extension, and as home economists in business. These administrators made up the second sample of the study. Ten administrator questionnaires were returned with no follow-up required. Follow-up letters were sent to four administrators who had not returned questionnaires, and two additional questionnaires were returned. Telephone calls were attempted to the two administrators who did not respond. A total of 12 administrator questionnaires were returned.

Description and Analysis of Data

The responses of each person to the "Measure of Professional Competence" were totaled for each of the 164 performance elements, each of the 20 clusters of performance elements, and each of the five competence categories. This computerized data summarization was carried out for each of the three times the competence rating instrument was used, i.e., before student teaching, after student teaching, and one year after graduation from college.

Item means for a category were determined by adding all performance element rating for each category for all educators included

in the sample. Each category total was then divided by the number of educators included in the sample, and further divided by the number of performance elements in the category. Example:

Total of Instruction-Planning Performance Element ratings before student teaching		1232	
Divided by 20 educators Involved in Student Teaching	$\frac{1232}{20}$	= 61.60	
Divided by 23 Performance Elements in the Instruction-Planning Category	$\frac{61.60}{23}$	= 2.68	Item Mean Rating in Instructional Planning for 20 Educators before Student Teaching

Cluster mean ratings were determined in a like manner by adding all performance elements for each cluster, dividing by the number of educators included in the sample, and then dividing by the number of performance elements in each cluster.

Changes in educators' self rating of competence before student teaching were compared with mean ratings after the completion of the student teaching experience. Then the self rated competence in five categories one year after graduation from college were compared with those at the conclusion of student teaching for all 20 educators included in the study.

A comparison of the changes in competence category ratings of the 14 educators who were teaching during the first year out of college was made with those six educators who were not teaching during the first year after graduation from college. Mean changes during student teaching and mean changes occurring the first year after graduation were compared for the two groups.

Comparisons of the changes in clusters of performances of the

total group during the student teaching experience were also made. Each of the 20 clusters of performance elements in the five performance categories was compared according to mean item changes which occurred during the student teaching experience.

According to Popham (1973, p. 124) it is sometimes important to determine whether mean performances of two groups are significantly different. The t test may be used to determine how great the difference between the two means must be for it to be judged significant. Usually, the larger t values indicate less probability that the difference between two means is mere chance.

When one tests the mean differences of two groups in pre and post tests (as in this study) it is likely that the measurements comparing the two groups are positively correlated (Popham, 1973). The t model designed specifically for the purpose of determining the value of t in correlated means is as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r\left(\frac{S_1}{\sqrt{n_1}}\right)\left(\frac{S_2}{\sqrt{n_2}}\right)}}$$

t = the value by which the statistical significance of the mean will be judged

$\bar{X}_1$ = the mean of the pre-test

$\bar{X}_2$ = the mean of the post-test

S_1^2 = the variance of the pre-test

S_2^2 = the variance of the post-test

n_1 = the number of students taking the pre-test

n_2 = the number of students taking the post-test (Popham, 1973)

Tests of significance were made in the comparison of change in competence category mean ratings during student teaching, and from after student teaching to one year after graduation for the 20 educators. The t test was used to find significance in the differences of mean ratings in all 20 of the competence clusters of the five competence categories during student teaching.

Administrators' evaluations of the competence of home economics educators were made on a five point rating scale. These administrators' evaluations were compared with the educators' evaluation of their own competence. The comparisons were made according to mean ratings in each of the 20 competence clusters.

Graduates evaluated each of the professional education courses they had as undergraduates according to the value the course had to them. The courses were rated on a four point rating scale which ranged from "of almost no help" to "one of the most valuable."

The educators in the sample were also given the opportunity to make suggestions for improving or adding professional education experiences. Suggestions for improving the student teacher-cooperating teacher relationship were also solicited. These open end questions at the conclusion of "Measure of Professional Competence" as well as all of the items on the two instruments "A Second Look" and "For Your Consideration" were tabulated and content analyzed by the researcher.

CHAPTER IV

ANALYSIS OF DATA

Characteristics of the Sample

The questionnaire "A Second Look" was designed to provide background information and current professional information on each educator. The data concerning the 20 home economics education graduates who responded to the questionnaire revealed the following information. Fourteen, or 70 per cent, are now working in the profession of home economics. Eleven are teachers of home economics, one works for a public utility company, one works for Oklahoma State Extension, and one is a graduate student working as a laboratory assistant in an early childhood laboratory at Oklahoma State University.

Of those six home economics graduates not teaching or working in home economics related jobs, two indicated that they are not interested in having a home economics related job, three found no home economics related jobs available, and one just moved and has not sought home economics related employment.

When questioned regarding their participation in home economics before coming to college, it was found that only four, or 20 per cent had taken home economics courses in the seventh or eighth grade, but 86 per cent (17) took home economics classes every year of high school.

Further home economics related knowledge is often obtained from membership in 4-H and FHA. Eleven, or 55 per cent, had been members of 4-H at least one year. Eight, or 40 per cent, had been members of 4-H five or more years. Thirteen, or 65 per cent, had been members of FHA for at least one year, while eleven, or 55 per cent, had been members of FHA for three years or more.

The research question as to whether the teachers were teaching in communities of similar size to the one in which they grew up had importance when considering where to send home economics student teachers for the most meaningful type of experience. It was found that eight, or 40 per cent were now living in larger communities than when they were in high school while nine, or 45 per cent were living in the same size communities. Only three, or 15 per cent were living in smaller communities than when they were in high school.

When the educators were questioned as to the areas in which they had taught at least five lessons during student teaching, it was found that Foods and Nutrition and Textiles and Clothing were the areas which were taught most often by 17 and 12 educators, respectively.

In summary, the questionnaire "A Second Look" provided information concerning the background and professional status of the home economics graduates. All of the graduates must have gained considerable home economics information and skills from having been enrolled at some time in home economics classes during high school and having all been members of 4-H or FHA during their junior high or high school years. The majority of the graduates were living in the same size or larger communities than when in high school. Foods and nutrition and textiles and clothing were the areas of home economics most often taught by the

educators during the student teaching experience. The majority of students in classes during the student teaching experience were girls.

Comparison of Changes in Competence Categories of Total Group of Graduates During Two Time Periods

The data from "Measure of Professional Competence," the instrument used by the educators to indicate feelings of their competence on performance elements, was analyzed according to changes in the five competence categories during student teaching and during the first year out of college. The analysis was made to determine during which time period the greatest mean change in competence category ratings occurred.

Changes in Competence Categories During Student Teaching

When the attitudes of the 20 home economics education graduates who responded to "Measure of Professional Competence" all three times were compared according to the item mean ratings before and after student teaching, the data indicated that they increased in feelings of competence in each of the five categories of performance elements. The range of item mean increases in self rated competence during student teaching was from .59 points to .88 points, the greatest increase being in means in the Instruction--Execution category. Changes from feeling "adequate", a rating of two, to feeling "confident of ability", a rating of three on the rating scale, are shown in Table I.

TABLE I

COMPARISONS OF CHANGE IN COMPETENCE CATEGORY ITEM MEAN RATINGS DURING STUDENT TEACHING N=20

Competence Category	Item Mean Rating Before Student Teaching	After Student Teaching	Difference in Item Means
Instruction--Planning	2.68	3.50	.82
Instruction--Execution	2.45	3.33	.88
Instruction--Evaluation	2.61	3.23	.62
Guidance	2.45	3.23	.78
Professional Role and Development	2.18	2.77	.59

All five increases of competence category mean ratings during student teaching, as shown in Table II, were statistically significant. There was great variability in the ratings of several categories as shown by the size of the standard deviations.

Changes in Competence Categories During The First Year Out of College

When a self rating of competence elements was examined to determine changes from the completion of the student teaching experience to the completion of the first year out of college, the data revealed that feelings of competence varied little at all. It is interesting to note that the negative sign actually shows a lowering of self ratings in three instances. The summary of changes in mean self ratings after graduation is shown in Table III.

TABLE II

COMPARISON OF CHANGE IN COMPETENCE CATEGORY MEAN RATINGS DURING STUDENT TEACHING
N=20

Competence Category	Mean Category Rating		S D	t
Instruction--Planning	Before	60.40	9.13	5.69***
	After	80.75	12.10	
Instruction--Execution	Before	140.80	30.54	4.55***
	After	192.15	35.82	
Instruction--Evaluation	Before	49.05	13.10	4.91***
	After	75.05	14.57	
Guidance	Before	65.65	31.53	2.41*
	After	91.50	27.24	
Professional Role and Development	Before	51.95	19.17	2.49*
	After	70.30	21.51	

*** Significant at .001 level
* Significant at .05 level

TABLE III

COMPARISONS OF CHANGE IN COMPETENCE CATEGORY ITEM MEAN RATINGS DURING THE FIRST YEAR OUT OF COLLEGE
N=20

Competence Category	Item Mean Rating		
	Before Student Teaching	One Year After Graduation	Difference in Item Means
Instruction--Planning	3.50	3.41	-.09
Instruction--Execution	3.33	3.28	-.05
Instruction--Evaluation	3.23	3.38	.15
Guidance	3.23	3.33	.10
Professional Role and Development	2.77	2.70	-.07

Table IV shows that no significant changes occurred when mean self ratings by the 20 educators in all five categories were compared before and after the year following graduation.

TABLE IV

COMPARISON OF CHANGE IN COMPETENCE CATEGORY MEAN RATINGS DURING THE FIRST YEAR OUT OF COLLEGE N=20

Competence Category	Mean Category Rating		S D	t
Instruction--Planning	After S T	80.75	12.10	.75
	One Year	78.65	12.23	
Instruction--Execution	After S T	192.15	35.82	.16
	One Year	191.10	32.29	
Instruction--Evaluation	After S T	75.05	14.57	1.10
	One Year	71.80	16.85	
Guidance	After S T	91.50	27.24	.63
	One Year	88.05	22.62	
Professional Role and Development	After S T	70.30	21.51	1.32
	One Year	65.25	19.05	

It may be generalized that the subjects felt they had increased in all five categories of competence during the student teaching period, with the greatest increases occurring in Instruction--Execution and Instruction--Planning. After having been out of college one

year, however, the graduates seemed to cease to increase in feelings of competence.

Comparison of Changes in Competence Categories of Two Groups of Graduates During Two Time Periods

The data was further analyzed to see what differences could be found in the competencies of the 14 educators who had worked as home economists since graduation and the six educators who had not. It was wondered whether the 14 educators who had been employed as teachers during the first year out of college had increased in feelings of competence as a result of their teaching experiences. It also seemed important to know what changes in competence feelings had occurred for the six educators who had not taught during the first year out of college.

Changes in Competence Categories of Teaching and Non Teaching Educators During Student Teaching

During the student teaching, the 14 teaching educators increased in self ratings in all five of the competence categories. The range of mean increases was from .35 to 1.02 points. The greatest increase, 1.02 points, was in the category of Instruction--Evaluation followed by increases of .79 and .73 in Instruction--Execution and Instruction--Planning, as shown in Table V.

TABLE V

COMPARISONS OF CHANGE IN COMPETENCE CATEGORY ITEM MEAN RATINGS OF TEACHING EDUCATORS DURING STUDENT TEACHING
N=14

Competence Category	Item Mean Rating		
	Before Student Teaching	After Student Teaching	Difference in Item Means
Instruction--Planning	2.77	3.50	.73
Instruction--Execution	2.47	3.26	.79
Instruction--Evaluation	2.42	3.44	1.02
Guidance	2.33	2.73	.40
Professional Role and Development	2.31	2.76	.35

During student teaching the six non teaching educators also increased in feelings of competence in all five of the competence categories. The data in Table VI show the range of differences in mean ratings was from .51 points to 1.26. These educators showed the greatest increase in the Guidance category with similar increases of over one point in Instruction--Planning and Instruction--Execution.

TABLE VI

COMPARISONS OF CHANGE IN COMPETENCE CATEGORY ITEM MEAN RATINGS OF TEACHING EDUCATORS DURING STUDENT TEACHING
N=6

Competence Category	Item Mean Rating: Before Student Teaching	After Student Teaching	Difference in Item Means
Instruction--Planning	2.46	3.49	1.03
Instruction--Execution	2.45	3.49	1.04
Instruction--Evaluation	2.24	2.75	.51
Guidance	3.12	4.38	1.26
Professional Role and Development	2.25	2.79	.54

In summary, both teaching educators and non teaching educators showed increases during the student teaching experience in mean ratings of all five of the competence categories but these changes occurred in different categories for teaching and non teaching educators. The teaching educators showed an increase of over one point on the rating scale in the competence category of Instruction--Evaluation. The non teaching educators showed an increase of over one point on the rating scale in the competence categories of Instruction--Planning, Instruction--Execution, and Guidance, but not in Instruction--Evaluation as had the teaching educators.

Changes in Competence Categories of Teaching and Non Teaching Educators During the First Year Out of College

When self ratings of the 14 educators who had taught the first year after graduation were compared for the two time periods of after student teaching and one year after graduation, the data as shown in Table VII indicates that these people's opinions of themselves were fairly stable. In fact, the range of differences in mean ratings over the period of one year was only from -.11 to .15. These findings seem to indicate that working on the job as a teacher did not help the educator to increase her feelings of competence to any large degree in any of the competence categories.

TABLE VII

COMPARISONS OF CHANGE IN COMPETENCE CATEGORY ITEM MEAN RATINGS OF TEACHING EDUCATORS DURING THE FIRST YEAR OUT OF COLLEGE N=14

Competence Category	Item Mean Rating After Student Teaching	Item Mean Rating One Year After Graduation	Difference in Item Means
Instruction--Planning	3.50	3.47	-.03
Instruction--Execution	3.26	3.16	-.10
Instruction--Evaluation	3.44	3.33	-.11
Guidance	2.73	2.88	.15
Professional Role and Development	2.76	2.83	.07

The six home economics educators who had not taught the first year after graduation showed a range of differences in mean ratings from -.37 to .74 points during that time period. The non teaching educators felt more competent in the category of Instruction--Evaluation after being out of college a year than at the completion of their student teaching experience. The increase in item mean ratings of this category was .74 points. They felt less competent in Instruction--Planning and Professional Role and Development. Self ratings of competence in Guidance and Instruction--Execution remained almost the same as indicated in Table VIII.

TABLE VIII

COMPARISONS OF CHANGE IN COMPETENCE CATEGORY ITEM MEAN RATINGS OF NON TEACHING EDUCATORS DURING THE FIRST YEAR OUT OF COLLEGE
N=6

Competence Category	Item Mean Rating: After Student Teaching	Item Mean Rating: One Year After Graduation	Difference in Item Means
Instruction--Planning	3.49	3.27	-.22
Instruction--Execution	3.49	3.58	.09
Instruction--Evaluation	2.75	3.49	.74
Guidance	4.38	4.39	.01
Professional Role and Development	2.79	2.42	-.37

In summary, during student teaching the 14 home economics educators who taught after graduation from college felt increased competence in all five of the competence categories. During student teaching they had indicated the largest increases in item mean ratings in Instruction--Evaluation, Instruction--Execution, and Instruction--Planning. The first year after graduation, however, they did not really show any significant increase or decrease in feelings of competence in any of the competence categories (Table IV).

The six non teaching educators had shown increases of over one point on the rating scale in areas of Instruction--Planning, Instruction--Execution, and Guidance during student teaching. One year after graduation, however, the only increase even approaching a one point increase on the rating scale was in the category of Instruction--Evaluation with a item mean rating increase of .74 points. The six non teaching educators had not had an opportunity to evaluate students during the first year out of college but apparently felt competent to do so.

Comparisons of Changes in Clusters of Performances of the Total Group During the Student Teaching Period

Each of the five competence categories included competence clusters of varying numbers of performance elements. The data was analyzed to compare performance means of clusters of performance elements in each of the five performance categories of Instructional--Planning, Execution, Evaluation; Guidance; and Professional Role and

Development during the student teaching experience for all 20 of the educators. It was during the student teaching period that the educators showed the greatest increases in item mean ratings of the five categories (Table II).

Changes in Clusters of Planning Performances

The 20 student teachers felt their greatest improvement in any planning performances to be related to developing duplicated materials, as shown by the increase of .92 on the six performance elements in that cluster. However, they reported almost as much improvement in planning lessons and units, as shown by mean increases in Table IX of .83 and .76 on these performances.

TABLE IX

COMPARISON OF CHANGE IN INSTRUCTIONAL PLANNING CLUSTER ITEM MEANS DURING STUDENT TEACHING
N=20

Performance Cluster	Number of Performance Elements	Difference in Item Means
Design a Course Unit	9	.76
Plan a Lesson	8	.83
Develop Instructional Materials	6	.92

When tests of significance were made of the differences in mean ratings of the performance clusters having to do with Planning, Table X shows significant increases occurred in all three cluster means: Designing a Course Unit, Planning a Lesson, and Developing Instructional Materials.

TABLE X

COMPARISONS OF CHANGE IN INSTRUCTIONAL PLANNING PERFORMANCE CLUSTER MEANS DURING STUDENT TEACHING
N=20

Performance Cluster	Mean Cluster Rating		S D	t
Design a Course Unit	Before	24.05	4.15	5.39***
	After	31.00	4.28	
Plan a Lesson	Before	23.30	3.76	4.84***
	After	30.35	5.33	
Develop Instructional Materials	Before	13.20	4.15	4.07***
	After	18.75	4.18	

*** Significant at .001 level

Changes in Clusters of Execution Performances

The greatest improvement in any of the Execution performances was felt by the 20 student teachers to be related to directing the activities of students. This improvement was shown by a change in mean

ratings during student teaching by an increase of 1.20 points on the 16 performance elements on that cluster. The 20 student teachers showed an increase of 1.07 points in applying basic instructional strategies, a cluster of 10 performance elements. There was an increase in means of .93 reported on eight performance elements related to teacher centered methods of presenting information. Smaller increases were noted in the three remaining clusters of Execution performances relating to using media, resources, and instructional materials as shown in Table XI.

TABLE XI

COMPARISON OF CHANGE IN INSTRUCTIONAL EXECUTION PERFORMANCE CLUSTER ITEM MEANS DURING STUDENT TEACHING N=20

Performance Cluster	Number of Performance Elements	Difference in Item Means
Direct Student Activity	16	1.20
Promote Group Interaction	5	.31
Apply Basic Instructional Strategies	10	1.07
Employ Teacher-Centered Methods of Instruction	8	.93
Engage Educational Media and Resources	21	.61

When the ratings of the Instructional Execution performance clusters were tested for significance, it was found that significant increases occurred in four of the five clusters. Table XII shows significant differences in Directing Student Activity, Applying Basic Instructional Strategies, Employing Teacher-Centered Methods of Instruction, and Engaging in Educational Media and Materials. There was no significant change in Promoting Group Interaction.

TABLE XII

COMPARISON OF CHANGE IN INSTRUCTIONAL EXECUTION PERFORMANCE CLUSTER MEANS DURING STUDENT TEACHING
N=20

Performance	Mean Cluster Rating		S D	t
Direct Student Activity	Before	30.30	11.95	5.97***
	After	50.15	9.64	
Promote Group Interaction	Before	12.90	2.86	.72
	After	13.95	5.60	
Apply Basic Instructional Strategies	Before	24.70	5.65	4.43***
	After	35.05	6.75	
Employ Teacher Centered Methods of Instruction	Before	21.75	4.02	4.82***
	After	28.55	5.54	
Engage Education Media and Materials	Before	52.10	10.68	2.44*
	After	62.80	15.07	

*** Significant at .001 level
* Significant at .05 level

Changes in Clusters of Evaluation Performances

The student teaching experience provided opportunities for improving feelings of competence in Evaluation performances. The 20 student teachers felt similar improvement in all three of the clusters of Evaluation performances as shown by the .63 increase in mean item rating on the cluster of items regarding devising tests and rating sheets, .61 increase in mean item rating on evaluating student performance, and .61 increase in mean item rating on the cluster related to administering and analyzing tests as shown in Table XIII.

TABLE XIII

COMPARISON OF CHANGE IN INSTRUCTIONAL EVALUATION PERFORMANCE CLUSTER MEANS DURING STUDENT TEACHING
N=20

Performance Cluster	Number of Performance Elements	Difference in Item Means
Evaluate Performance of Students	10	.61
Develop Tests and Rating Sheets	8	.63
Administer and Analyze Tests	4	.61

When tests of significance were made of the differences in Instructional Evaluation Performance Cluster mean ratings, it was found that all three clusters showed significant increases. Table XIV shows the significant increases made in Evaluating Performance of Students, Developing Tests and Rating Sheets, and Administering and Analyzing Tests.

TABLE XIV

COMPARISON OF CHANGE IN INSTRUCTIONAL EVALUATION PERFORMANCE CLUSTER MEANS DURING STUDENT TEACHING
N = 20

Performance Cluster	Mean Cluster Rating		S D	t
Evaluate Performance of Students	Before	19.90	7.09	5.24***
	After	33.50	8.09	
Develop Tests and Rating Sheets	Before	19.65	4.11	4.50***
	After	28.50	6.00	
Administer and Analyze Tests	Before	9.50	3.20	3.04**
	After	12.45	3.01	

*** Significant at .001 level
** Significant at .01 level

Changes in Clusters of Guidance Performance

The 20 student teachers showed about the same increase of competence in all five clusters of performances in the Guidance category.

The range of performance mean item changes in the Guidance cluster was only .77 to .80. The two clusters on which students said they felt the most improvement, as shown by increases of .80 on mean item ratings, were related to obtaining background information on students and to promoting constructive interrelationships with students. However, changes on clusters of items related to counseling students, involving resource persons in assisting students, and assisting students in planning post graduate education and employment were nearly the same size, namely .78, .77 and .78 points, respectively. The comparison of change in guidance performance item means is shown in Table XV.

TABLE XV

COMPARISON OF CHANGE IN GUIDANCE PERFORMANCE CLUSTER ITEM MEANS DURING STUDENT TEACHING
N=20

Performance Cluster	Number of Performance Elements	Difference in Item Means
Obtain Background Information on Students	7	.80
Promote Constructive Inter-relationships with Students	7	.80
Counsel Students	6	.78
Involve Resource Persons and Agencies in Assisting Students	8	.77
Assist Students in Planning Post Graduate Education and Employment	6	.78

Significant differences in mean ratings were found in only two of the Guidance performance clusters when tests of significance were made. The differences occurred in Obtaining Background Information on Students and Promoting Constructive Interrelationships with Students, while no significant difference occurred in Counseling Students, Involving Resource Persons and Agencies in Assisting Students, and Assisting Students in Planning Post Graduate Education and Employment as shown in Table XVI.

TABLE XVI

COMPARISON OF CHANGE IN GUIDANCE PERFORMANCE CLUSTER MEANS DURING STUDENT TEACHING
N=20

Performance Cluster	Mean Cluster Rating		S D	t
Obtain Background Information on Students	Before	12.45	6.21	2.44*
	After	16.90	5.87	
Promote Constructive Interrelationships with Students	Before	15.75	7.10	3.78**
	After	24.15	4.30	
Counsel Students	Before	10.45	5.77	1.88
	After	13.95	5.06	
Involve Resource Persons and Agencies in Assisting Students	Before	15.40	9.02	.89
	After	18.30	8.90	
Assist Students in Planning Post Graduate Education and Employment	Before	12.45	5.45	1.63
	After	16.50	7.47	

** Significant at .01 level

* Significant at .05 level

Changes in Clusters of Professional Role Performances

When the Professional Role and Development clusters were compared, it was found that the 20 student teachers showed the greatest mean item change in the cluster related to assisting with general school duties. The mean item increase in this cluster was 1.35 on the rating scale. The cluster related to upholding the philosophy and goals of the profession was rated next with a mean item increase of .78 on seven performance elements. There were smaller increases in mean ratings in the clusters related to contributing professional service and advancing ones' professional competence as indicated in Table XVII.

TABLE XVII

COMPARISON OF CHANGE IN PROFESSIONAL ROLE AND DEVELOPMENT PERFORMANCE CLUSTER ITEM MEANS DURING STUDENT TEACHING
N=20

Performance Cluster	Number of Performance Elements	Difference in Item Means
Uphold Philosophy and Goals of the Profession	7	.78
Contribute Professional Service	8	.31
Advance Ones Professional Competence	8	.52
Assist with General School Duties	2	1.35

Two of the four Professional Role and Development Performance Clusters had significant increases in mean rating during the student teaching experience. Upholding Philosophy and Goals of the Profession, and Assisting with General School Duties showed significant increases when tests of significance were made while Contributing Professional Service and Advancing Ones Professional Competence did not show significant changes as shown in Table XVIII.

TABLE XVIII

COMPARISON OF CHANGE IN PROFESSIONAL ROLE AND DEVELOPMENT PERFORMANCE CLUSTER MEANS DURING STUDENT TEACHING
N=20

Performance Cluster	Mean Cluster Rating		S D	t
Uphold Philosophy and Goals of the Profession	Before	16.65	5.54	3.21**
	After	23.00	5.60	
Contribute Professional Service	Before	14.35	6.50	.91
	After	16.85	8.31	
Advance Ones Professional Competence	Before	17.05	7.27	1.65
	After	21.70	8.09	
Assist with General School Duties	Before	4.00	2.71	3.31**
	After	6.85	2.85	

**Significant at .01 level

In summary, all of the performance clusters had an increase in mean rating during the student teaching experience. Three of the performance clusters analyzed for the time during the student teaching experience had mean increases of one point or more. The performance cluster identified with assisting with general school duties showed a mean item increase of 1.35 and the cluster concerned with directing student activity had a mean item increase of 1.20. The execution performance cluster involved with applying basic instructional strategies showed an item mean increase of 1.07.

Fourteen of the 20 competence category mean ratings during student teaching were significant when tests of significance were made. The clusters dealing with the compentencies listed below had significance at the .001 level.

Designing a course unit
Planning a lesson
Developing instructional materials
Directing student activity
Applying basic instructional strategies
Employing teacher centered methods of instruction
Evaluating performance of students
Developing tests and rating sheets

Competence clusters involving the following competencies had significance at the .01 level.

Administering and analyzing tests
Promoting constructive interrelationships with students
Upholding philosophy and goals of the profession
Assisting with general school duties

The following competencies had significance at the .05 level.

Engaging educational media and materials
Obtaining background information on students

The six competence clusters which did not show significant changes during student teaching are listed below.

Promoting Group Interaction
Counseling Students
Involving Resource Persons and Agencies in Assisting Students
Assisting Students in Planning Post Graduate Education and Employment
Contributing Professional Service
Advancing Ones' Professional Competence

The Administrator's Evaluation of Home Economics Teaching Educators

Twelve, or 86 per cent of the administrators returned the questionnaire designed to collect their opinions of the competence of the educators who worked under their supervision. The questionnaire, "For Your Consideration" consisted of 20 performance statements which corresponded to the competency clusters of "Measure of Professional Competence." The use of the term ability was assumed to mean competence of the educator. The administrators were asked to evaluate the home economist on the 20 items using the following zero to five rating scale to tell how often the educator carried out each activity.

(5) almost always
(4) usually
(3) occasionally
(2) seldom
(1) never
(0) have had no opportunity to observe

The mean response as determined for each competency category is shown in Table XIX. Instruction Planning was given the highest rating by administrators (4.75), and Guidance received the lowest rating (3.73). All ratings were between three and five, meaning the

administrators felt the educators "occasionally," "usually," or "almost always" carried out each activity.

TABLE XIX

ADMINISTRATORS' MEAN RATING OF COMPETENCE OF HOME ECONOMICS EDUCATORS
N=20

Competence Category	Number of Items	Mean Rating
Instruction--Planning	23	4.75
Instruction--Execution	60	4.37
Instruction--Evaluation	22	4.08
Guidance	34	3.73
Professional Role and Development	25	4.38

Comparisons of Educators' and Administrators' Ratings of Clusters of Performances

When the categories of competence were broken down into clusters and administrators' ratings were compared to the ratings of those teaching during the first year out of college as shown in Table XX, it was found that the administrators rated the educators higher in every instance than the educators rated themselves. The greatest difference in ratings by the two groups of people occurred in Advancing One's Professional Competence where the administrators rated

the educators 2.27 points higher than the educators rated themselves. The next largest difference in mean rating was on Obtaining Background Information on Students where administrators rated the educators 1.73 points higher than the educators rated themselves. The administrators and educators rated Developing Tests and Rating Sheets, Planning a Lesson, and Assisting Students in Planning Post Graduate Education and Employment most nearly alike. Differences in mean ratings on performance clusters were only .17 points, .22 points, and .29 points apart, respectively.

TABLE XX

COMPARISON OF MEAN RATINGS OF CLUSTERS OF PERFORMANCES BY EDUCATORS AND THEIR ADMINISTRATORS

Performance Clusters	Educators' Mean Ratings N=14	Administrators' Mean Ratings N=12	Difference in Mean Ratings
Instruction--Planning			
Design a Course Unit	3.51	4.58	1.07
Plan a Lesson	4.03	4.25	0.22
Develop Instructional Material	3.35	4.33	0.98
Instruction--Execution			
Direct Student Activity	3.28	4.50	1.22
Promote Group Interaction	2.79	4.42	1.45
Apply Basic Instructional Strategies	3.44	4.42	0.98
Employ Teacher-Centered Methods of Presentation	3.30	4.00	0.61
Engage Educational Media and Resources	2.89	4.50	1.61

TABLE XX (Continued)

Performance Clusters	Educators' Mean Ratings N=14	Administrators' Mean Ratings N=12	Difference in Mean Ratings
Instruction--Evaluation			
Evaluate Performance of Students	3.15	4.42	1.27
Develop Tests and Rating Sheets	3.58	3.75	0.17
Administer and Analyze Tests	3.29	3.92	0.63
Guidance			
Obtain Background Information on Students	2.19	3.92	1.73
Promote Constructive Interrelationships with Students	3.49	4.17	0.68
Counsel Students	2.67	3.85	1.18
Involve Resource Persons and Agencies in Assisting Students	2.65	3.67	1.02
Assist Students in Planning Post-Graduate Education and Employment	2.71	3.00	0.29
Professional Role and Development			
Uphold Philosophy and Goals of the Profession	3.41	4.42	1.01
Contribute Professional Service	2.21	4.08	2.27
Advance One's Professional Competence	3.22	4.50	1.28
Assist with General School Duties	3.32	4.25	0.93

Graduates' Evaluation of Professional Education Courses

The 20 graduates of home economics education evaluated the professional education courses they took as undergraduates. They also made suggestions for improving the student teaching experiences and other undergraduate professional experiences. A discussion of these suggestions follows.

General Reaction to Professional Courses

Table XXI shows that Student Teaching in Home Economics, HEED 4720, was the professional education course rated most valuable by 14 of the 20 graduates. Methods of Teaching Home Economics, HEED 3313, was rated as one of the most valuable of the professional education courses by 13 of the 20 graduates. No one felt that student teaching was of very limited value or of almost no help, and only three of the 20 felt that Methods of Teaching Home Economics was of very limited value as they looked back one year after graduation. Of the courses evaluated, Education 2113--The School in American Society was the course rated least effective by the graduates. None of the 20 educators felt the course to be one of the most valuable and 15 of the 20 educators rated the course as of very limited value or of almost no help.

TABLE XXI

EVALUATION OF PROFESSIONAL EDUCATION COURSES BY TOTAL GROUP OF HOME ECONOMICS EDUCATORS

Course	One of Most Valuable	Worthwhile Experience	Of Very Limited Value	Of Amost No Help
EDUC 2113--The School in American Society	0	5	10	5
EDPSY 3213--Psychology of Adolescence or FRCD 3333--Child Development-Adolescence	3	10	6	1
HEED 3313--Methods of Teaching Home Economics	13	4	3	0
HEED 4213--Techniques and Materials in Home Economics Education	9	8	3	0
HEED 4720--Student Teaching in Home Economics	14	6	0	0

Suggestions for Professional Experiences While in College

An open end statement asked graduates to list additional professional experiences which might have been helpful. The 19 responses to the statement were varied; however, several of them referred to the student teaching experience. Two of the graduates suggested that college students be provided more experiences in actual student

teaching situations. Another suggested that there should be actual experiences with young people in the student-teacher relationship before the final semester. Still one other suggestion related to student teaching was that student teaching experience should be earlier with more realistic methods and techniques classes. One educator felt that having resource persons such as superintendents and principals speak to professional education courses before student teaching would have been helpful.

Other suggestions were directed to learning about teaching various groups of people. One educator thought that a course relevant to teaching boys would be helpful. Another educator would have liked to have had a course in behavior of the junior high student. More information about adult education was desired by still another educator.

One educator would have liked to know more about organizing Future Homemakers of America chapters. Information concerning FHA and its bylaws would have been helpful, the same educator said.

Frequent lesson plan assignments as undergraduates was the suggestion of another educator. She suggested that one hand-written lesson plan each week throughout the methods and block courses would have been helpful. One additional educator felt the need for more instruction in writing behavioral objectives in lesson plans.

One educator would have liked more experience presenting classroom instruction during her undergraduate work. Two educators desired more instruction in ways of teaching nutrition and food preparation. Three other educators would have liked more help in areas of clothing: one needed help grading class garments, one would have liked more

information in teaching general clothing classes, and one needed additional background in teaching tailoring. Another first year educator would have liked more housing and interior design courses.

Suggestions for Assistance During Student Teaching

A second open end statement asked educators to suggest ways the cooperating teacher might have helped the educator to develop competence during the student teaching experience. Eighteen respondents answered the question. Four of the educators felt that their cooperating teacher did an excellent job of helping them during the student teaching experience. Five of the educators felt that their cooperating teachers did not provide enough opportunities for evaluation of the student teacher. Three other educators suggested that the cooperating teacher exercised too much control during the student teaching experience. One educator suggested that her cooperating teacher could have helped her to identify resource persons in the community, while another wished her cooperating teacher had helped her learn more about student backgrounds. Two other educators would have liked more suggestions from the cooperating teacher during the student teaching experience. One educator would have liked more help with foods laboratories, while another educator stated that her cooperating teacher helped her by not doing things for her.

In summary, when the attitudes of the 20 home economics education graduates who responded to "Measure of Professional Competence" all three times were compared according to the item mean ratings before and after student teaching, the data indicated that they increased in

feelings of competence in each of the five categories of performance elements. All five increases of competence category mean ratings during student teaching, as shown in Table II, were statistically significant. When a self rating of competence elements was examined to determine changes from the completion of the student teaching experience to the completion of the first year out of college, the data revealed that feelings of competence varied little at all. Table IV shows that no significant changes occurred when mean self ratings by the 20 educators in all five categories were compared before and after the year following graduation.

All of the performance clusters had an increase in mean rating during student teaching. Fourteen of the 20 competence category mean ratings during student teaching were significant when tests of significance were made.

When administrators' ratings were compared to the ratings of those teaching during the first year out of college, it was found the administrators rated the educators higher in every instance than the educators rated themselves.

Home Economics Education graduates rated Student Teaching in Home Economics as the most valuable of the undergraduate professional education courses. The School in American Society was the course rated least valuable by the graduates. The educators did make suggestions for providing for ways the cooperating teacher might have helped the educator to develop competence during the student teaching experience.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to evaluate the changes in educators' self rating of competence during the student teaching experience compared with the changes in self-rated competence one year after graduation from college. Further comparisons of the educators' self-rated competence was made with their administrators' rating of their competence.

Literature was reviewed to learn what competencies were considered necessary for effectively teaching home economics. Professional education course objectives were reviewed to learn what objectives were being emphasized in professional education courses for home economics education majors.

Two samples were used in this study. One sample consisted of 26 home economics education graduates of the fall semester, 1971. These 26 educators had evaluated their competence by rating themselves on 164 performance elements using a five point scale before leaving the campus for their student teaching experience. After completing the student teaching experience, they again rated their feelings of competence on each of the 164 performance elements. The 26 graduates were contacted by mail questionnaire after they had been out of college one year and asked to rate themselves a third time on their

feeling of competence on each of the 164 performance elements as well as to provide additional information concerning their educational background and professional experiences. Twenty of the 26 graduates completed all three questionnaires.

Fourteen of the 20 graduates who responded to the questionnaires were employed as home economics educators. Administrators of the 14 graduates working as educators made up the second sample. They were contacted by mail questionnaire and asked to respond to statements designed to collect their opinions of the competence of the 14 home economics educators working under their supervision. Fourteen administrators were contacted and questionnaires were completed and returned by 12 of them. The administrators' competence ratings on each cluster were compared with the educators' self-rated competence on each cluster.

Mean item changes in educators' self-rating of five competence categories of Instructional Planning, Execution, and Evaluation; Guidance; and Professional Role and Development before student teaching were compared with mean changes in self-rating after the completion of student teaching. The mean changes of self-rated competence one year after graduation from college were compared with those at the conclusion of the student teaching experience for all 20 of the educators included in the study.

A comparison of the changes in competence categories of the 14 educators who were teaching during the first year out of college was made with those educators who were not teaching during the first year after graduation from college. Mean changes during student teaching and mean changes occurring the first year after graduation were compared for the two groups of educators.

Comparisons of the changes in 20 clusters of performances during the student teaching experience were also made of the total group. Each of the 20 clusters of performance elements in five performance categories were compared according to mean item changes which occurred during the student teaching experience.

Administrators' evaluations of the competence of home economics educators were compared with the educators' evaluation of their own competence. The comparisons were made according to mean ratings in each of the performance categories.

Graduates evaluated each of the professional education courses they had as undergraduates according to the benefits they felt they received from the course. The courses were rated on a scale which ranged from "of almost no help" to "one of the most valuable." Open end subjective statements collected educators' suggestions for additional undergraduate professional education experiences, and ways cooperating teachers might help student teachers develop competence.

Findings and Conclusions

The overall findings of the study showed that the greatest change in the self rating of competence of 20 educators occurred during the student teaching experience. Increased competence was found in all five categories of competence, namely, Instructional Planning, Execution, and Evaluation; Guidance; and Professional Role and Development. The greatest increase in competence during student teaching occurred in the category of Instructional Execution while the least increase occurred in the category of Professional Role and Development. One year after graduation, the 20 graduates seemed to have

ceased to increase in feelings of competence.

When a comparison of mean changes in competence clusters was made, it was found that there was at least some increase in mean rating in all of the performance clusters during student teaching. Only three of the performance clusters analyzed for the time during student teaching had mean increases of one point or more. However, 14 of the 20 clusters did show significant increases when tests of significance were made. The clusters dealing with the competencies listed below had significance:

Significance at .001 level during student teaching

Designing a course unit
Planning a lesson
Developing instructional materials
Directing student activity
Applying basic instructional strategies
Employing teacher centered methods of instruction
Evaluating performance of students
Developing tests and rating sheets

Significance at .01 level during student teaching

Administering and analyzing tests
Promoting constructive interrelationships with students
Upholding philosophy and goals of the profession
Assisting with general school duties

Significance at .05 level during student teaching

Engaging educational media and materials
Obtaining background information on students

The six competence clusters which did not show significant changes during the student teaching experience are listed below.

Promoting Group Interaction
Counseling Students
Involving Resource Persons and Agencies in Assisting Students
Assisting Students in Planning Post Graduate Education and Employment
Advancing One's Professional Competence

The administrators of the 14 teaching educators rated the educators higher in all competence categories and clusters than the educators rated themselves. The administrators gave the educators the highest rating in Instructional Planning. The lowest rating was given in Guidance.

The 20 educators rated Student Teaching in Home Economics as the most valuable of the undergraduate professional education courses with Methods of Teaching Home Economics very close behind. Of the courses evaluated, The School in American Society was the course rated least effective by the graduates.

Recommendations

The following recommendations are made as a result of the research findings.

1. It is suggested that the study be continued and that the educators again rate themselves on "Measure of Professional Competence" at the end of the second year out of college to see what changes in competence occur during this period of time.

2. As professional education courses are revised, more emphasis should be placed on developing competence in the areas of Guidance and in Professional Role and Development. It is also suggested that cooperating teachers of student teachers be encouraged to provide opportunities during the student teaching period which may contribute to the development of competencies in Guidance and Professional Role and Development. Attendance at professional meetings, reading professional journals, and participating in local professional organizations are a few examples of ways student teachers may become involved in the

profession while student teaching. Student teachers should be encouraged to counsel and work with students without excessive help from the cooperating teacher so that they may develop skill in the areas of guidance. Educators consistantly rated themselves low in professional Role and Development competency categories and the administrators of the teaching educators gave the educators the lowest mean ratings in Guidance.

3. Hopefully, first year educators will be encouraged to attend seminars or in-service meetings designed to help them develop additional competence during the first year out of college. Little or no change occurred in the feeling of competence of the educators during the first year out of college. Perhaps if those who work with or supervise first year teachers encourage them to take advantage of opportunities for increasing competence, first year educators will feel more competent as a result of the experiences.

SELECTED BIBLIOGRAPHY

Andrews, Margaret E. Providing School Placement Services. U.S.A.: Science Research Associates, Inc., 1957.

Arbuckle, Dugald S. Guidance and Counseling in the Classroom. Boston: Allyn and Bacon, Inc., 1957.

Baird, Joan. "Verbal Behavior of Student Teachers in Home Economics." Journal of Home Economics, 62 (December, 1970), 725-728.

Bebb, Aldon M., Arlene F. Low, and Floyd T. Waterman. Supervisory Conference as Individualized Teaching. Association for Student Teaching Bulletin No. 28, 1969.

Bell, Camille G. "Can the Art of Teaching Be Structured?" Journal of Home Economics, 62 (January, 1970), 34-39.

Bills, Agnes. "Professionalism Begins with Student Teaching." The Clearing House, 90 (November, 1970), 156-160.

Brown, Duane. Students' Vocational Choices: A Review and Critique. Boston: Houghton Mifflin Co., 1970.

Carano, Marie Kathleen. "A Study of Home Economics Teachers Self Assessed Competence." (Unpub. Ed. D. Dissertation, Oklahoma State University, 1970.)

Colo, Rosa Lee et al. "The Beginning Teacher." Today's Education, 60 (September, 1971), 54-59.

Conant, James B. The Education of American Teachers. New York: McGraw-Hill Book Company, Inc., 1963.

Dalrymple, Julia I. "Concept Structuring of Home Economics Education Curriculum." Journal of Home Economics, 57 (June, 1965), 431-433.

Department of Home Economics Education. "Class Goals for Student Teaching." Oklahoma State University, Spring, 1970. (Mimeographed)

Department of Home Economics Education. "Objectives: Unit III. Human Relationships in Teaching." Oklahoma State University, Fall, 1972. (Mimeographed)

Edelfelt, Roy, ed. Innovative Programs in Student Teaching. Baltimore, Maryland: Maryland State Department of Education, 1968.

Ferguson, Edward T. Emerging Teacher Education Curricular Models. Fourth Annual National Vocational-Technical Teacher Education Seminar Proceedings. The Ohio State University, 1971.

Fisher, Leslie. "Guidelines for Student Teaching in Oklahoma." Oklahoma City, Oklahoma: Oklahoma State Department of Education, 1972.

Fuson, Lonnie W. "A Look at Student Teachers in Oklahoma." The Oklahoma Teacher, 54 (April, 1972), 18-19.

Good, Carter V. Introduction to Educational Research. New York: Meredith Publishing Co., 1963.

Hall, Olive A. Research Handbook for Home Economics Education. Minneapolis, Minn.: Burgess Publishing Co., 1970.

Hall, Olive A., and Beatrice Paloucci. Teaching Home Economics. New York: John Wiley and Sons, Inc., 1961.

Hillway, Tyrus. Handbook of Educational Research. Boston: Houghton Mifflin Co., 1969.

Hoffman, Doretta S. "Interdisciplinary Approach to Research in Home Economics." Journal of Home Economics, 61 (March, 1969), 159-163.

Horn, Marilyn J. "The Rewards of Commitment." Journal of Home Economics, 61 (February, 1969), 83-88.

Hunt, Douglas W. "Induction of Beginning Teachers." Education Digest, 34 (February, 1969), 34-37.

Ingils, Chester R. "Let's Do Away with Teacher Evaluation." The Clearing House, 44 (April, 1970), 449-456.

Inman, Lydia. "Preparing Students for the Tight Job Market." Journal of Home Economics, 65 (May, 1973), 28-29.

Johnson, James A., and Byron F. Radebaugh. "Excellent Teachers--What Makes Them Outstanding?" The Clearing House, 44 (November, 1969), 152-156.

Jones, Anthony S. "A Realistic Approach to Teacher Evaluation." The Clearing House, 46 (April, 1972), 474-481.

Kallenberger, Jean Margaret. "Identification of Student Teaching Competencies in Home Economics for Which Cooperating Teachers Could Assume Responsibility with Implications for Supervisory Roles." (Unpub. Ed.D. Dissertation, Oklahoma State University, 1972.)

Kansas State University. Student Teaching Handbook. Manhattan, Kansas: College of Education, 1971.

Kerlinger, Fred N. Foundations of Behavioral Research. New York: Hold, Rinehart, and Winston, Inc., 1964.

Key, James. "A Model to Improve Pre-Service Programs in Vocational-Technical Teacher Education." Oklahoma State University, Stillwater, Oklahoma, 1972. (Mimeographed)

Kunl, Raymond. "Time for Student Teaching." The Journal of Teacher Education, 12 (March, 1961), 43-47.

Lewis, Phillip V. "Student Teachers: How Do You View Them?" The Oklahoma Teacher, 54 (April, 1973), 17-18.

Lindeman, Bertram C. "Teacher Evaluation: Barrier to Communication?" Educational Leadership, 28 (November, 1970), 207-208.

Loftis, Helen A. "Changing Concept of the Home Economics Teacher." Home Economics Teacher Education--the State of the Art, 61st Annual Meeting of the American Home Economics Association. Cleveland, Ohio: American Home Economics Association, 1970, 5-11.

Loftis, Helen A. "The Study of Commitment to Teaching." Journal of Home Economics, 56 (March, 1964), 157-163.

Lundy, Paul R., and James R. Hale. "Episode Teaching: A Rationale for Inducting Student Teachers into the Teaching Act." The Journal of Teacher Education, 18 (Winter, 1967), 395-398.

Merrill, Edward C., Jr. Professional Student Teaching Programs. Danville, Ill.: The Interstate Printers and Publishers, Inc., 1967.

Merritt, Ray. "Self-Concept and Achievement in Home Economics." Journal of Home Economics, 63 (January, 1971), 38-40.

Monson, Jay A., and Aldon M. Bebb. "New Roles for the Supervisor of Student Teaching." Educational Leadership, 27 (October, 1970), 44-47.

Moser, Leslie E., and Ruth Small Moser. Counseling and Guidance: An Exploration. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1963.

Moss, Robert H. "Redefining the Internship." The Journal of Teacher Education, 18 (Winter, 1967), 399-402.

Mouly, George J. The Science of Educational Research. New York: American Book Co., 1963.

Murray, Eloise, and Audrey Harsanyi. "Home Economics Sophomore Student Teaching Program." Journal of Home Economics, 64 (February, 1972), 46-48.

"Objectives for the Under-Graduate Home Economics Education Program at Oklahoma State University," January 12, 1970. Department of Home Economics Education, Stillwater, Oklahoma. (Mimeographed)

Oklahoma State University. Graduate Catalog. Stillwater, Oklahoma, 72 (August, 1972).

Oklahoma State University. Thesis Writing Manual. Stillwater, Oklahoma: The Graduate College, 1971.

Pestle, Ruth. "Longitudinal Evaluation of a Professional Education Program." Speech presented at American Home Economics Association meeting, Atlantic City, N. J., June 28, 1973. (Mimeographed)

Pestle, Ruth. "Questions About You." Department of Home Economics Education, Oklahoma State University, Stillwater, Oklahoma, 1973. (Mimeographed)

Pope, Dr. Billy N. A Search for Common and Unique Teaching Skills and Knowledge in Occupational Education and Technology at the Secondary and Post Secondary Level. Submitted to the Division of Occupational Research and Development, Department of Occupational and Technical Education, Texas Education Agency, 1972.

Pophan, W. James, and Kenneth A. Sirotnik. Educational Statistics Use and Interpretation. New York: Harper and Row, Publishers, 1973.

Rhodes, James A. Vocational Education and Guidance: A System for the Seventies. Columbus, Ohio: Charles E. Merrill Publishing Co., 1970.

Ryan, Kevin. Don't Smile Until Christmas. Chicago: The University of Chicago Press, 1970.

Schlater, Jean Davis. National Goals and Guidelines for Research in Home Economics. East Lansing, Michigan: Michigan State University, 1970.

Schueler, Herbert. "Preparing Teachers for the Disadvantaged, Project 120; a Special Student Teaching Program in Junior High Schools in Low Socio-Economic Areas," 1964, ED 011 009 (microfiche).

Sinclair, Ward, and Leslie K. Peters. "Cooperating Teachers--Student Teachers as a Learning Team." The Clearing House 44 (March, 1970), 430-432.

Sinick, Daniel. Occupational Information and Guidance. Boston: Houghton Mifflin Co., 1970.

Skjelver, Mabel R. "The Historical Method for Research in Home Economics." Journal of Home Economics, 63 (February, 1971) 107-112.

Smith, E. Brooks et al., ed. Partnership in Teaching Education. Washington, D.C.: The American Association of Colleges for Teacher Education, 1967.

Soltis, Jonas F. "The Passion to Teach." Theory into Practice, 12 (February, 1973), 5-12.

Strang, Ruth. The Role of the Teacher in Personnel Work. 4th ed. New York: Bureau of Publications, Teachers College, Columbia University, 1953.

Straus, Murray A. "Some Basic Requisites for Research Productivity." Journal of Home Economics, 62 (April, 1970), 229-234.

"Student Teaching Manual for Supervising Teachers, Administrators, and Student Teachers." Division of Teacher Education, University Council on Teacher Education, Oklahoma State University, Stillwater, Oklahoma, August, 1966.

Taba, Hilda. Curriculum Development: Theory and Practice. New York: Harcourt, Brace, and World, Inc., 1962.

Taylor, Bob L. "Teacher Education--Put It Where the Action Is." The Clearing House, 45 (May, 1971), 532-534.

Taylor, Bob L., Peggy A. Doyle, and Jeffry A. Link. "A More Humane Teacher Education." Educational Leadership, 28 (April, 1971), 698-700.

Trimmer, Russell L. "Tell Us More, Student Teacher!" The Journal of Teacher Education, 12 (June, 1961), 229-231.

Turner, Harold E. "Improved In-Service: A Challenge for Supervisors." The Clearing House, 45 (October, 1970), 116-119.

Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations. Chicago: The University of Chicago Press, 1967.

Williams, Nell Land. "Analysis of Student Teaching Factors That Contribute to Effective Teaching." (Unpub. Masters Thesis, University of Mississippi, 1969).

APPENDIX A

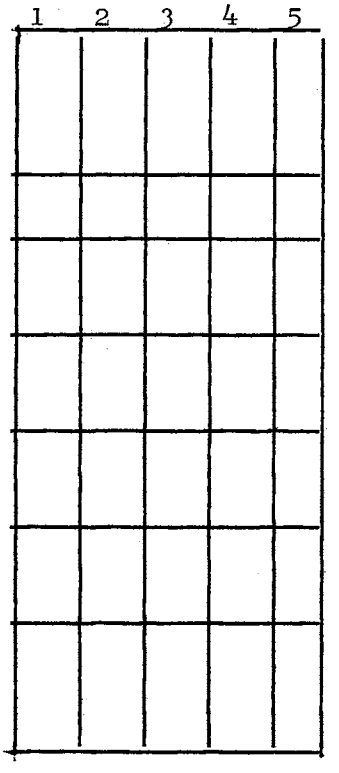
MEASURE OF PROFESSIONAL COMPETENCE

MEASURE OF PROFESSIONAL COMPETENCE

Attached is a list of competencies which a teacher might be expected to exhibit. Rate yourself on each competence according to the following scale:

1. Have never had the opportunity to do this.
2. Feel uncertain or insecure in this area.
3. Feel adequate in this area.
4. Feel confident of my ability to do well in this area.
5. One of my strengths; as good as an experienced teacher.

A. INSTRUCTION--PLANNING



A-1. Design a Course Unit

1. Identify the unit topics for a course.
2. Determine student needs.
3. Involve the students in planning a unit.
4. Determine objectives for a unit.
5. Identify lesson topics for a unit.
6. Write content outline for a unit.
7. Correlate unit content with on-the-job and/or laboratory experiences.

	1	2	3	4	5
8. Determine group and individual learning experiences for a unit based on individual differences of students.					
9. Select methods of evaluating students' performance throughout a unit.					
A-2. Plan a Lesson					
1. Identify the specific objectives for a lesson.					
2. Select teaching techniques for a lesson.					
3. Plan the introduction of a lesson.					
4. Plan the content of a lesson.					
5. Plan the summary of a lesson					
6. Plan student learning experiences for a lesson.					
7. Select methods of evaluating students' attainment of lesson objectives.					
8. Write a lesson plan.					
A-3. Develop Instructional Materials					
1. Develop original instructional materials such as individualized related assignment sheets, transparencies, charts.					
2. Involve students in the preparation of instructional materials.					
3. Obtain programmed instructional materials.					

	1	2	3	4	5
4. Prepare instructional material with a spirit duplicator.					
5. Prepare instructional material with a mimeograph machine.					
6. Prepare instruction (hard copy and transparency)material with a photocopier.					
B. INSTRUCTION--EXECUTION					
B-1. Direct Student Activity					
1. Conduct field trips.					
2. Direct students in gathering information from sources in the community.					
3. Conduct symposiums.					
4. Conduct brainstorming sessions.					
5. Direct student presentations.					
6. Direct students in instructing other students.					
7. Direct the use of simulation materials.					
8. Conduct group supervised study.					
9. Direct student laboratory experience.					
10. Direct students in applying problem-solving techniques.					
11. Present information through case study problems.					
12. Present information by the project method.					
13. Direct student study of text-books, bulletins, and pamphlets.					

	1	2	3	4	5
14. Direct student study of information and assignment sheets.					
15. Direct students in preparing laboratory work or job plans.					
16. Guide student progress through the use of operation and/or job sheets.					
B-2. Promote Group Interaction					
1. Lead group discussions.					
2. Conduct panel discussions.					
3. Conduct buzz groups.					
4. Employ question box technique.					
5. Employ role-playing techniques.					
B-3. Apply Basic Instructional Strategies					
1. Introduce a lesson.					
2. Obtain summary for a lesson.					
3. Employ oral questioning techniques.					
4. Acknowledge student verbal and non-verbal cues.					
5. Enrich instruction to challenge the abilities of the abler students.					
6. Reinforce learning.					
7. Provide remedial work for slower students.					
8. Employ reward techniques.					

	1	2	3	4	5
9. Establish frames of reference to enable the students to understand a situation from several points of view.					
10. Apply non-verbal techniques such as gestures, facial expressions, and silence.					
B-4. Employ Teacher Centered Methods of Presentation					
1. Demonstrate a manipulative skill.					
2. Present a concept or principle through a demonstration.					
3. Give a lecture.					
4. Give an illustrated talk.					
5. Present information with analogies.					
6. Present information through individualized instruction.					
7. Present information through team teaching.					
8. Give an assignment.					
B-5. Engage Educational Media and Resources					
1. Present information with the assistance of a resource person.					
2. Present information with bulletin boards.					
3. Present information with exhibits.					
4. Illustrate with models and real objects.					
5. Present information with an overhead projector.					

		1	2	3	4	5
6.	Present information with an opaque projector.					
7.	Present information with film strips.					
8.	Present information with slides.					
9.	Present information with sound motion pictures.					
10.	Present information with single concept films.					
11.	Present information with an audio recorder.					
12.	Present information with a video recorder or closed circuit television.					
13.	Present information with a tele-speaker (telephone amplifier).					
14.	Present information with a phonograph.					
15.	Present information with educational television.					
16.	Direct teaching machine programmed instruction.					
17.	Present information by computer assisted instruction.					
18.	Direct written programmed instruction.					
19.	Present information with the aid of a flannel board.					
20.	Present information with the aid of a flip chart.					
21.	Present information with the aid of a chalkboard.					

	1	2	3	4	5
C. INSTRUCTION--EVALUATION					
C-1. Evaluate Performance of Students					
1. Establish criteria for student performance.					
2. Formulate a system of grading consistent with school policy.					
3. Appraise students' products according to performance standards of the occupation.					
4. Appraise students' performance in relation to instructional goals.					
5. Evaluate individualized related assignments completed under directed study.					
6. Devise self-evaluation techniques for use by students.					
7. Arrange for students to evaluate their own progress.					
8. Engage in cooperative evaluation of achievement with students.					
9. Determine grade for performance for related and laboratory and/or on-the-job instruction.					
10. Interpret students' evaluation of instruction.					
C-2. Develop Tests and Rating Sheets					
1. Formulate essay test items.					
2. Formulate true-false test items.					
3. Formulate completion test items.					
4. Formulate matching test items.					

	1	2	3	4	5
5. Formulate multiple choice test items.					
6. Devise laboratory performance tests.					
7. Devise laboratory performance rating sheets.					
8. Formulate test items for an oral exam.					
C-3. Administer and Analyze Tests					
1. Administer teacher made tests.					
2. Devise case study problems.					
3. Analyse tests for validity.					
4. Analyze tests for reliability.					
F. GUIDANCE					
F-1. Obtain Background Information on Students					
1. Determine students' background and environment.					
2. Administer subject matter diagnostic tests.					
3. Analyze students' cumulative records.					
4. Maintain anecdotal records on students.					
5. Determine relationships among students through sociometric techniques (e.g., sociograms).					
6. Review students' autobiographies for information to aid in understanding the students.					

	1	2	3	4	5
7. Assemble information for case study reports.					
F-2. Promote Constructive Interrelationships with Students					
1. Communicate with prospective and continuing students during the summer.					
2. Maintain an open door policy for student consultation.					
3. Encourage students to discuss career aspirations.					
4. Demonstrate a regard for and an interest in students as individuals.					
5. Develop constructive working relationships among students.					
6. Demonstrate personal concern for a student and his family.					
7. Conduct home visits.					
F-3. Counsel Students					
1. Recognize potential problems of students.					
2. Conduct a conference for counseling a student.					
3. Conduct group counseling sessions.					
4. Confer with a student and his parents regarding the student's educational development.					
5. Interpret occupational tests and inventories to students.					
6. Assist students in developing good study habits.					

	1	2	3	4	5
F-4. Involve Resource Persons and Agencies in Assisting Students					
1. Establish communication patterns for exchanging information and for cooperating with the guidance counselor.					
2. Supply the guidance counselor with performance data about students.					
3. Refer students to the guidance counselor and other specialists.					
4. Assist students with their problems by working cooperatively with agencies such as the health and welfare services.					
5. Work with other teachers to help students with individual problems.					
6. Refer students to qualified personnel agencies for occupational and educational information.					
7. Arrange with the guidance counselor for administration and interpretation on personality, aptitude and intelligence tests for specific students.					
8. Arrange for the local office of the U. S. Employment Service to administer and to interpret the General Aptitude Test Battery.					
F-5. Assist Students in Planning Post Graduate Education and Employment					
1. Present information to students on occupational opportunities.					
2. Present information to students on post-high school training and educational opportunities available to them.					

	1	2	3	4	5
3. Assist students in determining ways to best describe their salable skills.					
4. Write letters of recommendation for students.					
5. Assist graduates or seniors in preparing for interviews with potential employers.					
6. Assist students in securing and in filling out applications for jobs, scholarships, educational loans, or college admission.					
I. PROFESSIONAL ROLE AND DEVELOPMENT					
I-1. Uphold Philosophy and Goals of the Profession					
1. Identify current trends of the teaching profession.					
2. Promote the attainment of the goals and objectives of the teaching profession.					
3. Express a philosophy relevant to the basic goals of the teaching profession.					
4. Express a philosophy consistent with the objectives of vocational and technical education.					
5. Maintain ethical standards expected of a professional educator.					
6. Exchange observational visits, innovations, and ideas with other teachers.					

	1	2	3	4	5
7. Evaluate periodically one's educational philosophy in relation to that held by a majority of others of the teaching profession.					
I-2. Contribute Professional Service					
1. Support professional organizations through membership and attendance at meetings.					
2. Serve professional organizations as an officer and/or chairman or member of a committee.					
3. Represent the teaching profession as a committee member or delegate to meetings and activities of other professions.					
4. Participate in experimental and other data collecting research activities.					
5. Write an article or book for publication which contributes to the literature of the profession.					
6. Assist teachers who are new in the system to understand the policies and regulations of the school.					
7. Work with a team of professionals from the school and/or community on a pertinent school problem.					
8. Serve community needs by contributing professional expertise to civic projects.					

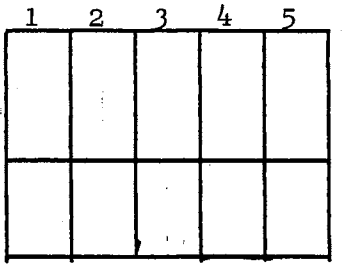
I-3. Advance One's Professional Competencies

	1	2	3	4	5
1. Consult supervisory and administrative evaluations to determine attitudes of others toward one'e personal and professional abilities and limitations.					
2. Use a self-analysis form to evaluate one's personal and professional abilities and limitations.					
3. Select the position which is in keeping with one's personal and professional abilities and limitations.					
4. Maintain professional certification through enrolling in graduate, extension, and in-service education programs.					
5. Expand educational background and leadership potential by achieving advanced degrees.					
6. Keep up-to-date through reading literature.					
7. Acquire new occupational skills needed to keep pace with technological advancement in one's teaching field.					
8. Up-date one's professional personal file regularly.					

I-4. Assist with General School Duties

1. Participate in non-instructional school duties, i.e., cafeteria, homeroom, bus duty, chaperoning, etc.

2. Assist with non vocational student organization activities.



1. During student teaching, my cooperating teacher might have helped me to develop more competence by

2. Additional experiences in professional home economics education courses to better prepare me as a home economist might have been

3. The name and address of the school or company for which I work is

APPENDIX B

EDUCATOR QUESTIONNAIRE

"A SECOND LOOK"

Name _____

1. Mother's occupation _____

2. Father's occupation _____

3. Marital status

_____ married

_____ single

4. If married, husband's occupation _____

5. What size was the community where you lived while completing high school?

_____ 1. City of 100,000 or more
_____ 2. City of 25,000 to 100,000
_____ 3. City of 10,000 to 25,000
_____ 4. City of 2,500 to 10,000
_____ 5. Town under 2,500
_____ 6. On a farm or in the country

6. What size is the community where you now live?

_____ 1. City of 100,000 or more
_____ 2. City of 25,000 to 100,000
_____ 3. City of 10,000 to 25,000
_____ 4. City of 2,500 to 10,000
_____ 5. Town under 2,500
_____ 6. On a farm or in the country

7. Check the grades in which you took home economics before entering college. Place an "R" beside any year of home economics which was required.

_____ 7
_____ 8
_____ 9
_____10
_____11
_____12

8. Fill in the number of years you participated in the following youth activities:

Activity	Number of years
4-H	
FHA	
Others	

9. Please indicate the value of each of the following professional education courses to you.

Course	One of most valuable	Worthwhile experience	Of very limited value	Of almost no help
Ed 2113--School in American Society				
Ed.Psy. Psychology of Adolescence or FRCD 3333--Development of Children				
Methods of Teaching Home Economics				
Student Teaching				

10. These concepts were taught during some of the professional education courses which you took as O.S.U. students. Rate your understanding of these concepts on the following scale:

4 - I have a good, clear understanding of this concept available for use when needed.

3 - I would be able to apply this concept with only a little reviewing.

2 - I will need to go back and study this quite a bit in order to use it.

1 - I can merely recall that the concept was part of a course.

Concepts

_____ Principles of curriculum planning, such as scope and sequence
_____ Writing and using behavioral objectives
_____ Identifying needs of learners, such as developmental tasks
_____ Orientation to vocational and technical education
_____ Guidance and counseling of pupils
_____ Philosophy of education
_____ Selection and implementation of teaching strategies
_____ Selection, preparation, and utilization of media and resources
_____ Principles of learning and psychology
_____ Organization and management of public school system, school laws
_____ Professional ethics, commitment, organization
_____ Home and community visits and experiences
_____ Adult education
_____ Evaluation of instruction and learning
_____ Future Homemakers of America
_____ Classroom management and discipline

11. Of the home economics courses taken while you were in college, name the three which have been the most help to you in your work this year and three which have been the least help. If you are employed, name courses helpful to you as a person.

MOST HELPFUL LEAST HELPFUL

12. Please indicate the kind of help you received from your university supervisor during student teaching. Check only the number which corresponds to the most representative description of your experience.

_____ (1) indicated how and what she thought I should do
_____ (2) helped me find ways to solve the problems I asked about
_____ (3) made me aware of new problems and ways I could improve
_____ (4) encouraged me to accept responsibility for my own growth as a teacher
_____ (5) gave me only limited advice

13. Please indicate the kind of help you received from your cooperating teacher during student teaching. Check only the number which corresponds to the most representative description of your experience.

_____ (1) indicated how and what she thought I should do
_____ (2) helped me find ways to solve the problems I asked about
_____ (3) made me aware of new problems and ways I could improve
_____ (4) encouraged me to accept responsibility for my own growth as a teacher
_____ (5) gave me only limited advice

14. Approximately how many students were there in each class you taught during your student teaching

Class One _____ Class Three _____

Class Two _____ Class Four _____

15. What was the sex of students when you taught during student teaching?

Girls and boys _____

Girls only _____

16. Check all of the subject matter areas in which you taught at least 5 lessons (one week) as a student teacher:

_____ (1) Foods and Nutrition
_____ (2) Textiles and Clothing
_____ (3) Child Development
_____ (4) Housing or Interior decoration
_____ (5) Consumer Education
_____ (6) Friendship, dating, marriage
_____ (7) Family Relationships
_____ (8) Others, list _____

17. To what professional organizations did you belong as an undergraduate?

_____ (1) National Education Association
_____ (2) Student Education Association of Oklahoma Education Association
_____ (3) Oklahoma Vocational Association--American Vocational Association
_____ (4) Oklahoma Home Economics Association--American Home Economics Association
_____ (5) Other, list _____

18. What is your present job responsibility?

_____ (1) Teach home economics subjects only
_____ (2) Teach home economics subjects and other subjects
_____ (3) Cooperative extension work in _____ county
_____ (4) Work as home economist for public utility company or other business
_____ (5) Other, list _____

19. If not teaching home economics, working in extension, or serving as home economist for public utility company or other business, indicate reason.

_____(1) Not interested in any of these positions
_____(2) Job not available in the area where I live
_____(3) Attending graduate school
_____(4) Other, list _____

20. Check the one statement which best tells how you really feel about your job most of the time.

_____ (1) I like it very much
_____ (2) I like it
_____ (3) I am indifferent to it
_____ (4) I do not like it
_____ (5) I greatly dislike it

21. My work load on the job as a teacher, extension employee, home economist in business, or other is

_____ (1) Satisfactory
_____ (2) Fairly satisfactory
_____ (3) Too heavy

22. To what professional organizations do you presently belong?

_____ (1) National Education Association
_____ (2) Oklahoma Education Association
_____ (3) Oklahoma Vocational Association--American Vocational Association
_____ (4) American Home Economics Association--Oklahoma Home Economics Association
_____ (5) Other, list _____

23. My principal, boss, or extension director

_____ (1) Tells me what to do
_____ (2) Helps me work out problems
_____ (3) Gives me suggestions as I ask for them
_____ (4) is of little or no help to me
_____ (5) Question doesn't apply to my situation

24. My home economics supervisor or extension director

_____ (1) Tells me what to do
_____ (2) Helps me work out my problems
_____ (3) Gives me suggestions as I ask for them
_____ (4) Is of little or no help to me
_____ (5) Question doesn't apply to my situation

25. Since the completion of your undergraduate work, what experiences have you had which lead to professional improvement? Please use the following code in responding to each item listed:

__0__ if you had no opportunity to participate
__1__ if you had an opportunity and did not participate
__2__ if you have participated
__3__ if you have participated and used ideas gained

_____ (1) Conferences for home economics teachers, extension personnel, etc. which lasted for over one week.
_____ (2) Conferences for home economics teachers, extension personnel, etc. which lasted for less than one week.
_____ (3) Professional courses for college credit.
_____ (4) Local in-service meetings for your school or business.
_____ (5) District or county professional meetings.
_____ (6) Other, list _____

26. If you are now teaching, what is the size and name of each of your classes (not including adults) this semester:

Class one _____ Class four _____
Class two _____ Class five _____
Class three _____ Class six _____

27. Space and facilities in my office, home economics department, or work area are:

_____ (1) Adequate for the groups I teach.
_____ (2) Adequate for some groups or for some phases only.
_____ (3) Inadequate for my work but school or employer has plans for improvement.
_____ (4) Inadequate for my work and no plans for improvement.

28. My responsibility during the year for homemaking education with adults is:

_____ (1) None
_____ (2) Non-class activity, but planned
_____ (3) One series of 6 to 10 lessons
_____ (4) More than one series a year

29. What sort of people have you had in your classes?

_____ (1) The most intelligent and capable
_____ (2) Mostly the bright with a few dull ones
_____ (3) Rather evenly balanced folks
_____ (4) Mostly slower learners with occasionally more capable ones
_____ (5) Only very slow learners

30. How would you describe the general attitude of your co-workers toward home economics?

_____ (1) Most favorable; support home economics often
_____ (2) Friendly toward the program
_____ (3) Rather neutral in attitude
_____ (4) Unfriendly
_____ (5) Antagonistic; sees no value in home economics; may deride it to others

APPENDIX C

EDUCATOR CORRESPONDENCE

Rt. 2, Box 14-A
Perkins, Oklahoma 74059
April 30, 1973

As a Home Economics Education graduate student at Oklahoma State University, I am asking for your help in my research study.

When you were an undergraduate student at Oklahoma State, you completed the list of competencies, "Measure of Professional Competence," during your professional Home Economics Education courses as part of the department's evaluation of its program. If you will complete this form again, whether you are presently employed or not, we may get your perspective on the program now that you have been away from college for a year. Approximately fifteen minutes are needed to complete the form. The new form, "A Second Look," will require approximately another ten minutes of your time.

Your help in providing information for this study and feedback for the Home Economics Education program is greatly appreciated. Please use the enclosed return label and postage and complete and return the materials by May 15, 1973.

Sincerely,

Virginia Sasser
Graduate Student

Dr. Ruth E. Pestle, Ph.D.
Associate Professor

Enc.

"Measure of Professional Competence"
"A Second Look"
Return Address Label and Return Postage

APPENDIX D

ADMINISTRATOR QUESTIONNAIRE

"FOR YOUR CONSIDERATION"

FOR YOUR CONSIDERATION

A confidential evaluation of _____

Please evaluate the above named person using the following evaluation scale:

(5) Almost Always
(4) Usually
(3) Occasionally
(2) Seldom
(1) Never
(0) Have had no opportunity to observe

Please circle the most appropriate response.

		5	4	3	2	1	0
1.	Home economist demonstrates ability to plan a course of study.						
2.	Home economist demonstrates ability to make and write lesson plans.						
3.	Home economist demonstrates ability to develop instructional materials (assignment sheets, charts, transparencies, etc.)						
4.	Home economist demonstrates ability to direct student activities.						
5.	Home economist promotes group interaction among students.						
6.	Home economist shows ability to use basic instructional strategies (introducing lessons, summarizing, reinforcing learning, etc.)						
7.	Home economist shows ability to employ teacher-centered methods of presentation (demonstrations, lectures, illustrated talks, etc.)						
8.	Home economist shows ability to engage and use educational media and resources.						

	5	4	3	2	1	0
9. Home economist shows ability to evaluate the performance of students.						
10. Home economist demonstrates ability to develop tests and rating sheets.						
11. Home economist demonstrate ability to administer and analyze tests.						
12. Home economist demonstrates ability to obtain background information on students.						
13. Home economist promotes constructive interrelationships with students.						
14. Home economist demonstrates ability to counsel students.						
15. Home economist involves resource persons and agencies in assisting students.						
16. Home economist assists students in planning post high school education and employment.						
17. Home economist upholds philosophy and goals of the profession of education.						
18. Home economist contributes to professional service such as attending meetings in the community and at school.						
19. Home economist demonstrates interest in advancing own professional competence.						
20. Home economist demonstrates willingness to assist with general school duties and activities.						

For how long a period of time have you supervised the above named person? _____

What is your title or position? _____

Strengths of the home economist as you see her are

Weaknesses of the home economist as you see her are

Suggestions you have for better preparing home economists through professional education courses at the university are

Signature _____

APPENDIX E

ADMINISTRATOR CORRESPONDENCE

Box 370
Perkins, Oklahoma 74059
April 30, 1973

As a home economics graduate student at Oklahoma State University, I am asking your help in my research study.

The enclosed questionnaire, "For Your Consideration," is designed to follow up the performance of Oklahoma State University Home Economics Education students who completed classwork in the fall semester of 1971. It is my understanding that , a member of this class, presently works under your supervision.

Your help in providing information for this study and feedback for the Home Economics Education program at Oklahoma State University is greatly appreciated. The questionnaire should take approximately 10 minutes of your time. The information which you provide will be kept in strictest confidence.

Please complete and return the questionnaire to me by June 1, 1973.

Sincerely,

Virginia Sasser
Graduate Student
Home Economics Education

Enc.

Return Address Label and Return Postage
"For Your Consideration"

Rt. 2, Box 14-A
Perkins, Oklahoma 74059

Dear Sir:

A few weeks ago, I sent a questionnaire to you for the purpose of evaluating an Oklahoma State University home economics graduate. Due to problems of our U. S. Postal Service or some other difficulty, I have not received your reply. Would you please complete the enclosed form "For Your Consideration" and return it to me as quickly as possible so that I may complete compiling the research data.

Thank you.

Sincerely,

Virginia Sasser

Enc.

"For Your Consideration"
Original letter
Postage and Return Address Label

VITA

Virginia Gayle Sasser

Candidate for the Degree of

Master of Science

Thesis: DEVELOPMENT OF TEACHING COMPETENCIES OF HOME ECONOMICS EDUCATORS

Major Field: Home Economics Education

Biographical:

Personal Data: Born in Altus, Oklahoma, December 14, 1941, the daughter of Thomas and Gladys Roberts. Married W. D. Sasser on December 25, 1961. Two children: William David and Robert Boyd.

Education: Attended elementary schools in Frederick, Oklahoma, and Altus, Oklahoma. Graduated from Altus High School, Altus, Oklahoma, in May, 1959. Attended Baylor University, Waco, Texas. Received a Bachelor of Science degree from Oklahoma State University, Stillwater, Oklahoma, with a major in Home Economics Education, May, 1963. Completed requirements for the Master of Science degree in December, 1973.

Professional Experience: Vocational Home Economics Teacher, Coyle, Oklahoma, 1963-1964. Vocational Home Economics Teacher, Perkins High School, Perkins, Oklahoma, 1964 to the present.

Professional Organizations: Omicron Nu; American Vocational Association; Oklahoma Vocational Association; Oklahoma Education Association; Home Economics Division of National Education Association; Perkins-Tryon Education Association; Perkins-Tryon Classroom Teachers Association.