

IDENTIFICATION OF HOME ECONOMICS STUDENT
TEACHING PRACTICES WITH IMPLICATIONS
FOR TEACHER EDUCATION PROGRAMS
IN FINLAND

By

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CHAPTER I

SUPPORTING BELIEFS AND A DESCRIPTION OF THE STUDY PLANNED

Individual freedom within a free nation is the main goal in the lives of people today. The belief in a democracy, which gives each individual opportunity to think, to express himself freely, and to create those values needed in the complex competitive life of a disagreeing world, is rapidly becoming the universally recognized purpose of education. What democracy really means is not always clear to everyone. Many people interpret it in different ways and mainly think of it as a form of government. But it is more than just a form of government. It involves more than the elements of economic, political, and social organizations, for it is a whole and basic way of life which consciously fosters on the part of all men "intelligent participation in the creation of values to which men in cooperative action give allegiance".¹

It also

..... means voluntary choice, based on an intelligence that is the outcome of free association and communication with others. It means a way of living together in which mutual and free consultation rule instead of force, and in which cooperation instead of brutal competition is the law of life; a social order in which all the forces that make for friendship, beauty, and knowledge are cherished in order that each

¹An Approach to a Philosophy of Education, A Tentative Report of the Committee on Philosophy of Education appointed by the Progressive Education Association, September, 1938, Revised Edition.

individual may become what he, and he alone, is capable of becoming.²

Democracy is not only a strong and meaningful word used by political speakers during their election campaigns and at national festivals, but it is

..... a way of life. It is a value system that has implications for every aspect of life. Democracy is also a method by which the members of a community study conditions, make decisions as to communal policies and implement these policies, whether in locality, state or nation, or in the realm of international affairs. Democracy is both ends and means.³

Democracy is not only a concept in western civilization, but it also

..... symbolizes to all cultures, as far as we can see, that kind of growing life in which, first, each person consciously seeks and finds the fullest and the most varied satisfactions of his own capacities and in which, second, each group of persons seeks and finds comparable satisfactions through interplay with other groups.⁴

In the highly developed and more advanced countries of the world the responsibility of the people as a whole and of individuals is to better present conditions for their fellow men, particularly those in less desirable areas. This can only be done through an understanding of the democratic ideals and by persons who have grown up using and practicing them in everyday life. The schools and other educational institutions

²John Dewey, "Education and Social Change", Social Frontier, Vol. 3, May, 1937, p. 238.

³Jesse H. Newlon, "Democracy or Super-Patriotism", Frontiers of Democracy, Vol. 7, No. 61, April 15, 1941.

⁴Theodore Brameld, Philosophies of Education in Cultural Perspective, (New York, 1955) p. 120.

as well as the daily work in mills, factories, offices, shops, stores, and elsewhere on the earth and in space, are social environments where democratic ideals should be practiced from day to day, so that they become a part of the mental and spiritual life of the people, a pattern of behavior and living. There is no time or place for "lip service" in democracy, it must be put into action in the daily living of people.

The human being learns this way of life, and it can only be learned through living and experiencing democratic behavior. The parent, especially the mother, is a director of learning at home, just as the teachers are in school life. Therefore the education of homemakers and "homemaker's educators" is one of the most important and vital parts of educational programs in today's world.

Academic credentials and records in themselves do not provide evidences that the homemakers or the teachers are democratic in their "directorial" environment, whether it is in the home or the school. Knowledge alone does not make a person a good educator; it is personality, a fine character and a special ability in guiding others that is needed. Every homemaker and teacher reflects her values, her philosophy of life, and her interpersonal relationships in all her home, school and community activities.

Throughout this study the homemaking teacher is thought of as having the following characteristics:

- interest in young people and their problems
- interest in home economics and related fields
- interest in keeping up-to-date as to economic, cultural and social changes
- ability to create and maintain good interpersonal relationships with faculty members, school personnel, students and local people

- ability to admit her shortcomings before students or fellow workers, but willing and ready to eliminate them when possible
- a desire to explore, experiment, and to investigate with the ability to inspire students to seek new knowledge and to weigh values
- willingness to cooperate with students, faculty, the school board, and others
- ability to use democratic planning in class work and thereby promote personality development in students
- ability to plan and arrange learning experiences where students are encouraged to think for themselves
- willingness and ability to engage in continuous self-evaluation and improvement.

The success of the homemaking teacher depends largely upon her on-going growth and development of these characteristics. Teaching success can only be measured by the extent to which pupils have improved their quality of critical thinking and problem solving, the extent to which they continuously put democratic procedures into action, and the extent to which they are concerned with not only the development of themselves, and their homes, but also the development of their community, their nation and the world.

Description of the Problem

Believing in the previously stated philosophy of education a study to gain information about existing teacher education practices and procedures in the Department of Home Economics Education in the College of Home Economics at Oklahoma State University was undertaken. The selection of this problem was influenced by the following conditions:

1. The off-campus observation and partial student teaching program started January, 1965, in the Department of Home Economics, Savonlinna College, Finland, is in the process of further

organization and development.

2. Few studies made in Finland are concerned with student teaching, none in home economics and none with supervisory practices that lead toward improved relationship between the classroom teacher, the college supervisor, and the student teacher.
3. There seems to be an ever-growing need in Finland for discovering new ways of working with student teachers, particularly those that provide interest, inspiration, and enjoyment in student teaching and the desire to continue in the teaching field.
4. In Finland, as in many other countries which have traditional European school systems, there has been little use made of that type of democratic procedure known as cooperative planning where the student teacher is a member of the planning group, thus enabling her to express her needs as a college student preparing for the teaching profession.
5. Curriculum leaders in Finland believe that studies of educational practices in other countries result in information of value to them in curriculum and program planning.
6. The writer, a home economics educator, is responsible for the guidance of the on-going curriculum revision program in teacher education in Finland.

Statement of Objectives

Information obtained through a study of and participation in the various teacher education and student teaching practices in the Department of Home Economics Education at Oklahoma State University would

enable the writer to:

1. Increase her understanding of how teacher education and student teaching programs develop and the interrelationships and purposes of such programs.
2. Identify strengths in the Oklahoma State University program which have implications for Finland.

Limitation of Study

In order to prepare the study in the time allowed it was necessary to set up certain limitations. One study cannot include all the phases in a teacher preparation and student teaching program; therefore this study will be primarily concerned with:

1. An overview of teacher education in the United States and at the Oklahoma State University.
2. Home Economics teacher education at Oklahoma State University with emphasis on selected student teaching practices from 1940 on.
3. Information collected by observation of and participation in professional home economics education courses during the academic year 1964-65

Procedures Used

The study was identified from a review of literature concerned with the practices in home economics teacher education and that of student teaching in off-campus training centers.

Much of the background material for the study was collected by reviewing historical records of teacher education in the United States,

at Oklahoma State University, and in home economics teacher education in particular. Reports of research done and theses written by former Oklahoma State University graduates and faculty members were consulted. Several small group conferences were attended where teacher education staff members, former students, supervising teachers, other homemaking teachers, present college students, high school students, and off-campus community members discussed programs and practices in teacher education. Many small group and individual interviews were held with teacher education personnel and other school people regarding their beliefs, and school practices followed.

The student teachers were observed during their home economics education classes on campus before and after their student teaching period. The writer participated actively in these classes as a fellow student and as a graduate student studying procedures. Visits were made to the off-campus training schools with the college supervisors to observe student teachers at work and to study the roles of the persons involved.

Participation was also had in professional meetings and special conferences for the purpose of obtaining further information. Observation and participation also were done in other college classes and adult classes. The program and procedures used in a supervision course during the spring semester, 1965, were also observed and interviews held with homemaking teachers, student teachers, college supervisors and supervising teachers. Throughout all these experiences information regarding the development of the teacher education program, the overall philosophy of education implemented, the general and specific preparation of prospective Home Economics teachers, the specific learning experiences had by

student teachers, the roles and relationships of the various personnel involved, and some of the major teaching procedures used were collected and will be presented here in journalistic form.

Definition of Terms

For the purpose of the study the following terminology was used:

1. Student teacher refers to a "college student who is acquiring practical teaching experience and skill under the guidance of a supervising teacher or other qualified person."⁵
2. College supervisor refers to a "teacher education staff member of the college or university who regularly visits and observes student teachers; and has usually additional responsibility for on-campus seminar or college courses."⁶
3. Supervising or cooperating teacher refers to "a person whose classroom is used as a laboratory to provide professional experiences for student teachers, and who has the on-going, day-by-day responsibility for guiding the experiences of the student teachers;"⁷ and to "an experienced teacher employed in the local school system to work with high school students and to supervise college students during their student-teaching experience."⁸
4. Off-campus school or a cooperating school refers to "a public school whose facilities are used for student teaching in the program of

⁵Carter V. Good, Dictionary of Education, (New York, 1959), p. 530.

⁶Ibid., p. 540.

⁷"Cooperation in Student Teaching", Educational Research Service Circular, No. 4, May 1964, p. 3.

⁸Carter V. Good, p. 539.

- teacher education by agreement."⁹
5. Student teaching refers to "observation, participation, and actual teaching done by a student preparing for teaching under the direction of supervising teacher and college supervisor."¹⁰
 6. Student teaching, off-campus refers to "student teaching activities carried on in affiliated or cooperating schools that are not on the campus of an institution engaged in preparing teachers."¹¹
 7. Student teaching, on campus refers to "student teaching that is done in a campus laboratory school or in any other school staffed or administered by the college or the university."¹²
 8. Supervision refers to a directed enterprise by an educational leader whose attention is focused upon participation and interaction among individuals in order to promote the improvement of the teaching-learning situation.
 9. Grade refers to a "rating or evaluation of a student's achievement often expressed on a letter scale, as A, B, C, D, F, or in percentages."¹³
 10. Grade points refers to a "point system by which scholastic progress is measured; and 'A' grade earns 4 points per credit hour, a 'B' 3 points, a 'C' 2 points, a 'D' 1 point, and an 'F' zero points."¹⁴

⁹Ibid., p. 19.

¹⁰Ibid., p. 550.

¹¹Ibid.

¹²Ibid.

¹³Ibid., p. 250.

¹⁴Oklahoma State University Catalog 1965-67, Vol. 61, No. 14, (Stillwater, Oklahoma, 1964) p. 111.

This chapter has outlined the study based on the writer's philosophy of education and of home economics teacher education in particular, by describing the problem and presenting the reasons for the study, its limitations, procedure of investigation, and definitions. A discussion of teacher education in the United States and at Oklahoma State University is presented in Chapter II and III. In Chapter IV the actual student teaching in home economics at Oklahoma State University with its major purposes and practices is presented. In Chapter V, the strengths of the program are identified and their implications for a similar program in Finland are cited.

CHAPTER II

AN OVERVIEW OF TEACHER EDUCATION IN THE UNITED STATES OF AMERICA

The roots of early American education were in Europe, brought over by the colonists, who copied European schools as closely as the conditions in their new country permitted. In the beginning there was little special teacher education in the colonies and few good teachers. Only the less able-bodied men and women, who could contribute little toward meeting the physical hardships of frontier life engaged in teaching. Only New England had good teachers, largely because the colonists transplanted their teachers and their school system from Europe and schools in the interior were slow developing.

During and after the Revolutionary War period European influence in education in the United States began to wane. At this time there was a special awakening of educational consciousness, originating mostly within the different school societies and school movements which were formed to improve the schools and to provide special training for teachers.¹

The first private normal school for teacher education was established by Rev. S. R. Hall at Concord, Vermont, in 1823 and the first state normal school by Cyrus Pierce at Lexington, Massachusetts in 1839. Since then teacher education developed rapidly, and by 1880 public and private

¹H. G. Good, A History of Western Education, (New York, 1960) pp. 367 - 369.

normal schools could be found in every state of the Union.² The early normal schools were not colleges or universities, but special pedagogical schools based on a strong elementary school preparation, comparable to many present day high schools.

After the Civil War, teacher training was extended, and a number of teacher's colleges were established. Later on, departments and schools of education were added to many colleges and universities. Also the programs of many of the early normal schools were enlarged and their status changed. Many of these teacher education institutions advocated the Pestalozzian philosophy and used its methods of teaching. Later the Herbart-Zillerian philosophy of education greatly influenced educational procedures.³

The great variations and diversities which are so characteristic of all American life, are found in the different and divergent practices followed in teacher education. In these practices are reflected the regional and geographical differences of the land itself, of a society which is indeed "a melting pot of nations" with its varied cultural backgrounds and its social and economic discrepancies, as well as the varying attitudes of the people toward education. The development of teacher education in the United States of America paralleled the historical evolution of the country resulting in corresponding changes in the curriculum and educational practices carried on by the various

²Edward J. Power, Main Currents in the History of Education, (New York, 1962), p. 465.

³Meritt M. Thompson, The History of Education, (New York, 1963), p. 138.

institutions.⁴

Teacher Education as a Whole

Not until the twentieth century was there any forceful effort in the United States to establish minimum requirements for the preparation of teaching. Early in the normal schools the curriculum consisted of both academic and professional subject matter, the latter being the principles, methods, and practices of education. It soon became apparent that adequate training of teachers was something more than the mastery of academic subject matter and the development of manipulative ability to use different types of pedagogical tricks. Therefore the next change in teacher preparation placed more emphasis on a broad professional training. This in turn not only improved teacher education programs but also the status of teachers.

Outstanding leaders appeared throughout the land. They exerted much influence upon educational thought, however the widely differing social and cultural needs and habits of the people promoted the development of a variety of educational practices. Here, philosophical theories were applied in many different ways, resulting in their thorough testing and their adaptation to many types of situations.

Today, most large universities and colleges have a separate school, department, or division of education, offering a wide variety of preparation in professional teacher education. A review of the catalogues of American Universities and Colleges reveals three distinct functions in the teacher education programs listed: one, that of the preparation of

⁴Adolph E. Meyer, The Development of Education in the Twentieth Century, (New York, 1952), p. 403.

teachers for the various levels of American education; another, that of the preparation of professional teacher educators who are responsible for the training of the teachers; and a third, that of the preparation of administrators and supervisors. The larger institutions attempt to carry out all three functions, offering many different areas and programs in their teacher education divisions or departments. One such division of teacher education might offer the following areas of preparation for teachers:

1. Nursery school education
2. Elementary education
3. Secondary education
 - a. General and college preparatory programs
 - b. Vocational education
4. Higher education
 - a. Junior and senior colleges and universities
 - b. Administration and supervision
 - c. Professional teacher education
 - d. Research in education.⁵

Many of the larger universities not only offer teacher education programs for local and nearby areas, but also work with other countries to establish teacher education programs in their localities. Although these may be separate programs and are oftentimes administered by different personnel, they still have many common elements. The interaction between the students and the faculties provides an international and intercultural atmosphere which is easily recognized by the attitudes of

⁵Oklahoma State University Catalog, 1963-65, Vol. 59, No. 13, (Stillwater, Oklahoma, 1962)

the student body. These programs provide the basic preparation for teachers in their own countries, and advanced programs for those who wish to complete their education in the United States of America.

All teacher preparation programs are offered both in the undergraduate and graduate levels and may be distributed throughout the university. For example, the college or division of education may offer all general professional education courses, while the specialized areas such as home economics education, agricultural education, trades and industrial education, mathematics, and languages offer specific courses in methods, curriculum planning, and student teaching, each dealing with their separate problems. These offerings usually are based upon certain general professional courses offered by the college or division of education.⁶

The course offerings usually provided in the four major areas of professional teacher education are many and varied, sometimes numbering as many as 300 in a single large multi-purpose institution where Bachelors, Masters, and Doctors degrees are offered. The general titles include such topics as:

1. educational psychology, emphasizing the theories of learning
2. educational philosophy, including the place of the schools in American society, and state and national regulations affecting schools
3. methods, general and special, including separate courses for different subject matter areas, and audio-visual materials
4. the planning and development of teaching materials

⁶Frederick Mayer, A History of Educational Thought, (Columbus, Ohio, 1960), pp. 371-372.

5. curriculum planning, general and specific
6. practice teaching (student teaching)
7. evaluation of student growth, teaching and program effectiveness
8. guidance and counseling for teachers and professional counselors
9. supervision of student teaching and educational programs
10. adult education, methods and supervision
11. administration, including school financing and management, school plants and facilities.⁷

The establishment of definite and clearly outlined programs of teacher education in the United States resulted in movements toward standardization. In some of the areas of teacher education the state teacher educators in various teacher preparation institutions, the personnel of state departments of education and representative public school teachers worked together to define and apply certification standards. These, with the years, have gradually improved, resulting in better teacher education programs and thus better prepared teachers.

It should be especially noticed that here in the United States one of the most influential groups has been the teachers themselves. As practitioners and evaluators, they have been the standard setters and the developers of different phases of education. There is a constant exchange of ideas and experiences between the personnel of the teacher training institutions and the teachers-in-service, an informal type of research which does not appear in the educational literature, but has

⁷Oklahoma State University Graduate School Catalog, 1964-66, Vol. 60, 1964-66, No. 14, (Stillwater, Oklahoma, 1964)

had important influence upon the planning of teacher education programs.⁸ Particularly is this true in the various vocational programs, where the teachers themselves as members in their national, regional, state and local professional organizations have great effect on the direction of teacher education. Among the influential organizations are: the National Education Association of the United States of America (NEA), the American Vocational Association (AVA), the Association for Supervision and Curriculum Development (ASCD), the Association of Student Teaching (AST), the American Home Economics Association (AHEA), and the American Association of Colleges for Teacher Education (AACTE).⁹ These organizations, in which there are large groups of teacher educators, probably were and are more influential in determining educational programs than any of the other educational groups. This was and is because the ideas of the membership could be tested by some members immediately while others could evaluate the success of the efforts made and still others could concentrate upon the training of teachers. Through this type of cooperative effort educators could quickly improve school programs and at the same time provide in-service education for teachers thereby greatly influencing teacher education programs as a whole.¹⁰

The majority of the professional organizations in the United States of America have been and still are more concerned with teaching-learning

⁸Adolph E. Mayer, The Development of Education in Twentieth Century, (New York, 1952), pp. 370-371, 406.

⁹Carlton H. Bowyer, The Directory of Education Associations, (Emporia, Kansas, 1962).

¹⁰National Educational Association of the United States of America, Professional Organizations in American Education, (Washington, D.C., 1957), pp 15-37.

practices than with the accumulation of subject matter facts and principles.

Teacher Education in Home Economics

Probably most influential of the organizations in home economics teacher education have been the AVA and the AHEA, although the development of home economics education and of home economics teacher education followed the same pattern as that of general teacher education.

It was individuals and philanthropic organizations which in the first part of the 19th century started home economics education (domestic arts or domestic science). Catharine E. Beecher, Mary Hemenway, Maria Parloa, Sara Tyson Rorer, Mary J. Lincoln and others were pioneers in home economics. The National Sunday School Assembly in New York, the New Century Club in Philadelphia, the Industrial School Association of Boston, and the Women's Education Association in Boston were some of the early day philanthropic organizations supporting home economics. Home economics education was started in different cookery and cooking schools in East Coast cities. Early schools and organizations were also influential in the development of home economics teacher education. The New York College for Training Teachers was established in 1887 (now Teachers College, Columbia University) and the Boston Normal School of Household Arts in 1888. Meanwhile (1871-1874) work had been started at the college level in the Illinois Industrial University (now the University of Illinois), in Iowa State College and in Kansas Agricultural College. During the first decade of the 20th century, home economics courses were established in seven universities and in all but three of

the agricultural colleges.¹¹ Today home economics is taught in 1560 universities and colleges.

Teacher education in home economics developed more rapidly in the land grant colleges, which are subsidized by federal funds allocated to them by several congressional enactments such as the Morrill Acts (1862 and 1890), the Smith-Lever Act (1914), the Smith-Hughes Act (1917), the George-Reed Act (1939) and the George-Barden Act (1946). Some of these acts were passed to promote vocational education in schools below the college level and to prepare vocational teachers.¹²

Because federal subsidy in vocational teacher education programs enabled leaders to finance planning and working conferences there seems to be a more uniform idea of educational philosophy, greater consistency of educational practices advocated and a better understanding of purposes. This is probably due to the fact that these areas have been partially financed by the federal government and have been closely supervised by the state departments. The fact that more money was available for vocational teacher education enabled people in these areas to develop their programs more rapidly by working together to establish high standards and more uniform practices.

The reimbursed home economics teachers are responsible for the so-called vocational homemaking program in the United States of America (education for personal, home, and family life), however the training of women for vocations leading out of home economics has been the

¹¹Keturah E. Baldwin, The AHEA Saga, (Washington, D.C., 1949), pp. 2-9, 95.

¹²Adolph E. Meyer, pp. 359, 363, 400-401.

responsibility of the Trade and Industrial Education Programs.

At the present time there is a movement and legislation has been recently enacted which will coordinate the efforts of all vocational areas.¹³ So the program planners of home economics teacher education are now facing new problems which must be solved by new programs for wage earning and for gainful employment purposes, and by the revision of the present home economics program to meet the changing needs of high school homemaking teachers.

It would be quite impossible for an individual to give a complete resume of teacher education in the United States or in one of its regions in a single paper. The resume of teacher education in one institution, even such as Oklahoma State University, would be a very difficult task; therefore the study reported here is centralized and concentrated. The main purpose of this study is to illuminate some of the most important and vital problems, procedures, and practices in home economics teacher education as observed at Oklahoma State University during the academic year 1964-65.

¹³Vocational and Technical Education, A Review of Activities in Federally Aided Programs, (Washington, D.C., 1964), pp. 2-14, 67-68.

CHAPTER III

TEACHER EDUCATION AT OKLAHOMA STATE UNIVERSITY

Oklahoma State University, until 1957 the Oklahoma Agricultural and Mechanical College, was established as a land-grant institution in 1890. Home economics instruction at this institution began in 1899, when the chair of domestic science was established.¹ Being a large multi-purpose university, teacher education is considered one of the important functions of the institution and as such is provided in all major areas of instruction, student teaching being one very important and central part of the professional preparation of prospective teachers.

Teacher Education at Oklahoma State University

In charge of teacher education at Oklahoma State University is the University Council of Teacher Education and the Director of Teacher Education. The former is

... charged with the responsibility of developing and recommending to the President policy relative to teacher education and general coordination thereof. This body studies, encourages, and facilitates cooperative development of programs for teacher preparation and certification in the various teaching fields. The Council initiates and makes studies designed to lead to the improvement of teacher education at this Institution. Nominations for membership to positions on the Council are made by the administrators of the

¹Lois Burdin Lemons, "The First Fifty Years of Growth and Development in Home Economics at the Oklahoma Agricultural and Mechanical College", Unpublished master's thesis, The Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, 1950, p. 14.

division or department represented.²

The Director of Teacher Education is an officer of administration. It is his responsibility as Director of Teacher Education to implement the policies developed by the Council of Teacher Education and approved by the President of the University with respect to the cooperative development of teacher preparation programs, the admission and advisement of students, the provision of professional laboratory experiences, the planning for and supervision of student teaching and certification and accreditation of teacher candidates.³

The teacher education program at Oklahoma State University consists of the following areas of teacher preparation, administered independently by the College of Education and various other Divisions and Colleges throughout the whole university:

1. Preschool and Elementary Education:

Nurseryschool and Kindergarten
 Kindergarten and Elementary Education (first six grades)
 Elementary Education

2. Secondary Education:

Agricultural Education
 Art Education
 Business Education
 Distributive Education
 Driver and Safety Education
 Foreign Languages
 Health, Physical Education and Recreation
 Home Economics Education
 Industrial Art Education
 Language Arts Education (English and Speech)
 Library Science Education

²Oklahoma State University Catalog, 1965-67. Vol. 61, No. 14, (Stillwater, Oklahoma, 1964), p. 18.

³Ibid.

Mathematics
 Music Combined
 Music Instrumental
 Music Vocal
 Science Education (Biology, Chemistry, Physics)
 Social Studies Education (World History, American History,
 American Government, Geography, Sociology and Anthropology,
 Economics, Oklahoma History)
 Speech Education
 Trade and Industrial Education

3. School Service Personnel:

Educational Administration
 Educational Specialist
 School Superintendents, Principals (Elementary and Second-
 ary School)
 School Counselors
 Teacher Counselors
 School Psychologists
 School Psychometrists

4. Special Education:

Speech Correction⁴
 Mentally Handicapped.

These programs for the preparation of teachers and administrators in Oklahoma State University have been approved by the State Commission on Teacher Education and the State Board of Education, which means that upon completion of the program and upon recommendation of the University, the teacher candidate will upon application be granted a certificate to teach by the State of Oklahoma.

Teacher Education programs are offered at various levels, but all require the earning of at least a Bachelor's degree, in which student teaching is a very vital and important part. In addition to state approval the teacher education programs at Oklahoma State University are also approved by the National Council for Accreditation of Teacher Education,

⁴Ibid., pp. 145-147, 160-175.

which is the national agency responsible for the identification of "quality" programs throughout the United States.⁵

To be able to study home economics as well as other areas of subject matter at Oklahoma State University the student must meet the college entrance requirements common to all students. As a resident of Oklahoma the student must

1. be a graduate of an accredited high school
2. have participated in the American College Testing Program (ACT)
3. have met at least one of the following requirements:
 - a. an average grade of "C" or above in four years of high school study
 - b. a scholastic average among the upper three-fourths of the members of his or her high school graduating class
 - c. a composite score in the American College Testing Program (ACT) which places him or her among the upper three-fourths of all high school seniors, based on 12th grade national norms.

The non-resident of Oklahoma must meet the same requirements, except that he or she must rank among the upper one half of the members of his or her graduating high school class and in the ACT program.⁶

The College of Home Economics expects entering students to have such competencies as:

1. adequacy in English (reading, writing, speaking and listening);

⁵Ibid, p. 160.

⁶Your Introduction to Oklahoma State University, The Catalog for Freshmen and Sophomores 1965-66. Vol. 61, No. 13, (Stillwater, Oklahoma, 1964), p. 10.

2. some understanding and basic knowledge of the social, physical and biological sciences;
3. appreciation and understanding of the basic arts.

They recommend that work toward this end be included in high school programs. The levels of competency acquired in high school and proven by college entrance examinations determine which courses in English, science and mathematics the student takes during the first college year. When a student is deficient in any of these areas, he or she enrolls in special preparatory courses for non-college credit.⁷

In order to be able to graduate from the College of Home Economics the student must meet the general university requirements for graduation, then the special requirements of the College of Home Economics and those of the department in which she wishes to specialize. To the general university requirements, common to all students, belong the following items: residence requirements; grade point requirement for graduation; physical education requirement; American history and government requirement; English requirement.⁸

Large American multipurpose institutions offer many different degree programs but few specific degrees. For example, a Bachelor of Science degree in Home Economics might be achieved through any one of 20 - 25 different programs in a single institution. Although a college catalog might in its list of offerings identify twenty or more different degree programs, in reality there may be others, because individual differences are considered when students are advised. All advisement seems

⁷Ibid., p. 70.

⁸Ibid., pp. 20-21.

to take place within a framework which is understood by faculty members, counselors and administrators; however this framework is difficult for the stranger to comprehend. The flexibility provided certainly is an advantage to individual students, particularly those who transfer from other universities and colleges and who come from other countries.

The Division of Home Economics at Oklahoma State University consists of two major units, the School of Hotel and Restaurant Administration and the College of Home Economics, the latter recognized as a professional college. In the College of Home Economics there are the following departments:

1. Clothing, Textiles and Merchandising
2. Family Relations and Child Development
3. Food, Nutrition and Institution Administration
4. Home Economics Education
5. Home Management, Equipment and Family Economics
6. Housing and Interior Design.

Each of these departments except Home Management, Equipment and Family Economics offers a Bachelor of Science degree under several different plans. In addition, all departments in cooperation with the Graduate School, offer Master of Science degree programs, and Home Economics Education as an area of Teacher Education working with the Graduate School offers programs leading to the Doctor of Education degree.⁹

Teacher Education in the College of Home Economics

Home Economics Education is one of the several groups in the area

⁹Oklahoma State University Catalog, 1965-67, Vol. 61, No. 14, (Stillwater, Oklahoma, 1964), p. 140.

of Teacher Education which works directly under the supervision of the University Council of Teacher Education and the University Director of Teacher Education.

Curricula for teacher education at Oklahoma State University have several unique characteristics in addition to the usual course and semester hour requirements. Since undergraduate programs are offered in the many colleges of the university, the College of Home Economics among them, the student after choosing the college in which she desires to earn her degree must meet the requirements of the university program of teacher education as well as fulfill the degree requirement of her chosen college. Each student who desires to enter the teacher education program must make formal application to do so. In order to be considered by the University Committee on Selective Admission to Teacher Education she must meet specific requirements in terms of grade point average, health, and speech adequacy, she must score well on a battery of standardized tests providing evidence that she is a person suitable to this profession.¹⁰

In the College of Home Economics, those of the home economics students, who have toward the end of freshman year, chosen home economics education for their area of specialization, have some special requirements of their college and department. To be eligible for professional teacher education courses in the junior and senior years the student must have a total grade point average of 2.0 in all course work attempted and a 2.5 grade point average in home economics subject matter and in the general professional education courses.

¹⁰ Ibid., pp. 160-161.

The undergraduate curricula in the Department of Home Economics Education prepare individual students for careers as:

1. high school teachers (general home economics and vocational home economics);
2. home demonstration agents;
3. home service personnel;
4. home economics journalists.

The courses offered meet the approval, as other teacher preparation courses at Oklahoma State University, of the State Board of Education, the State and Federal Offices of Vocational Education, and the Cooperative Extension Service of the University.¹¹

So-called Plan I, which leads to the Bachelor of Science degree and the Vocational Home Economics Certificate consists of the course requirements outlined on page 29. In Home Economics Education Plan II, leading to the Bachelor of Science degree and the Standard General Home Economics Certificate, the General Education portion of the program is 50 credit hours and its content the same as that in the vocational program except organic chemistry is not required. The professional education requirement is the same as to the credit hours and content. The difference in the two programs is in home economics, the area of specialization, where the semester credit hour amount is only 30 for the general certificate, but is 40 for the vocational certificate. All home economics students regardless of the major planned take a group of required courses called the Home Economics Core. Additional courses taken for the general certificate are selected with the

¹¹Ibid., p. 135.

HOME ECONOMICS EDUCATION PLAN I

| Subject Matter | Semester Credit Hours |
|----------------------------------------------------------------------------------------|-----------------------|
| GENERAL EDUCATION: | 55 |
| Communications: (Minimum 7 hours) | |
| Composition | 5 |
| Speech | 2 |
| Social Sciences: (Minimum 12 hours) | |
| Social Science of American History & Political Sci. | 6-8 |
| Economics | 3 |
| Sociology | 3 |
| Natural Sciences: (Minimum 12 hours) | |
| Physical Sciences: | |
| Chemistry (Inorganic & Organic) | 8 |
| Biological Sciences: | |
| Physiology or Biological Science | 4 |
| Humanities: (Minimum 11 hours) | |
| Art | 4 |
| Humanities I | 4 |
| Humanities II or Literature | 3-4 |
| Fine Arts (Music, Art) | 2 |
| Psychology: (Minimum 3 hours) | |
| Introductory Psychology | 3 |
| Health & Physical Education: (Minimum 4 hours) | 4 |
| Mathematics and/or Foreign Language and/or Practical Arts: (Minimum 6 hours) | |
| Practical Arts: | |
| Library Science | 1 |
| Home Economics for Contemporary Living | 3 |
| Home Economics in the Contemporary World | 2 |
| PROFESSIONAL EDUCATION: | 21 |
| School in American Society | 3 |
| Educational Psychology | 3 |
| History & Philosophy of Education | 2 |
| Methods - Student Teaching | 13 |
| SPECIALIZATION: | 40 |
| Health and Home Nursing | 2 |
| Food and Nutrition | 8 |
| Housing | 6 |
| Clothing and Textiles | 8 |
| Family Economics and Home Management | 6 |
| Family Relations and Child Development | 7 |
| Electives | 3 |
| ELECTIVES TO MAKE TOTAL REQUIRED FOR THE B.S. DEGREE | 9 |
| TOTAL NUMBER OF HOURS REQUIRED FOR THE B.S. DEGREE | <u>.124</u> |

assistance of an advisor from the specialized courses listed under the vocational home economics education program.¹²

The other home economics education programs, the preparation of home demonstration agents, home service personnel, and home economics journalists do not belong to the teacher education area, although many of the home demonstration agents and the home economics journalists select a teacher education background, thus completing both programs.

A closer look and study reveal, that the general education part in the home economics teacher education program is quite versatile and dominant, 55 semester credit hours of a total of 124 or 44 per cent. The courses recognized as general education were selected by an institution wide committee after much study over a period of years. They selected certain broad courses taught from a general education point of view as meeting this requirement. These courses were proposed to the institution and later accepted as meeting the general education requirements of students. The proposal for general education courses originated in the College of Arts and Sciences and spread to the whole institution, so that for a number of years the Oklahoma State University has had an institution wide listing of general education courses. These were recognized in teacher education as a whole, and in home economics teacher education where further refinement of the listing was made for their own purposes.

The area of specialization with its 40 semester credit hours is made up of a core of home economics courses required of all home economics majors plus a few upper level courses selected because they seem

¹²Ibid,, pp. 153-154, 166-167.

to meet the needs of public school teachers and other educators. Home economics education people on the bachelor's degree level are generalists, having only the basic home economics subject matter and a few extra courses. They are not ready for higher degree specialization in any one area of home economics. The basic courses taken as the specialization area of the undergraduate preparation consist of the following:

1. Health: Personal Health, First Aid and Home Nursing;
2. Food and Nutrition: Introduction to Nutrition; Family Food; Science of Food Preparation;
3. Housing: Housing for Contemporary Living; Equipment for the Home;
4. Clothing: Clothing selection; Clothing; Textiles; Tailoring or Pattern Design;
5. Family Economics & Home Management: Resource Management for Individual and Family; Home Management, practical experience in group living and managing the home;
6. Family Relations and Child Development: Child and Family Development; Family and Human Development; Family Relationships; Marriage;

The home economics subject matter courses (the area of specialization) in the preparation of home economics teachers are planned in relation to the other two areas. Teaching-learning experiences provided are based upon those presented in courses in the General Education Group. This is particularly true of the many learning experiences home economics students have in working with people of different ages and in different situations. Although thought of as home economics they provide many opportunities for prospective teachers to become acquainted with human development and behavior and with teaching-learning procedures. A complete and defined listing of the general education courses as well as of the courses in the area of home economics is included as appendix

No. A , page 82.

The professional education program in the Department of Home Economics Education at Oklahoma State University includes 21 semester credit hours, about 17 per cent of the total 124 required. This pedagogical part of the instruction is divided into theory and practice, consisting of the following topics:

The School In American Society: A study of the American school system designed to develop an understanding of the scope, function, and organization of education in the state and society.

Educational Psychology:

Child and Adolescent Psychology: Effects of heredity and environment on physical, mental, social, and emotional development of individuals through adolescence.

or

Educational Psychology: Process of learning; standardized tests and construction of tests to measure learning; evaluation and guidance of learning in the classroom.

Methods of Teaching Home Economics: Principles of learning, methods and materials of teaching appropriate for teaching home economics at secondary level; observation of various classroom situations; planning homemaking programs as a part of the total school program.

Philosophy of Home Economics Education: Basis for developing a philosophy for home economics education as related to the chief functions of education in a democratic society.

Student Teaching in Home Economics: 8 hours daily for a minimum of six weeks. Directed teaching experience in an approved vocational program to meet the requirement for vocational home economics certificate.

Principles and Practices in Demonstration: Experience in conducting demonstrations in various phases of home economics for teachers, home demonstration agents, and home service personnel.

Youth Organizations Related to Homemaking Education: Preparation for leadership in planning and directing the activities of youth organizations related to homemaking education.

Methods of Teaching Homemaking for Adults: Adult education movement

with special emphasis upon homemaking. Methods pertaining to the teaching of adults; opportunities for observation of and participation with organized groups in adult education, with special emphasis upon extension work and vocational home economics.¹³

These descriptions of the course contents in the university catalog do not and did not tell the stranger as much about the preparation program for teachers as did the actual participation and observation made of them by the writer during the academic year 1964-65. These professional courses are taken during the junior and senior years, the first three in the junior year, the remainder during the senior year, making up a block of professional work, some of it taken before student teaching, part of it as student teaching and the remainder after the students return to the university from their off-campus teacher training centers.

During the year 1964-65, the writer attended and participated in the following undergraduate teacher education courses: Methods of teaching home economics; Philosophy of home economics education; Student teaching in home economics; Principles and practices in demonstration; Youth organizations related to homemaking education; and Methods of teaching homemaking for adults, as a part of her preparation for curriculum planning. The impressions gained and the experiences had are presented throughout the study.

In the special preparation for student teaching, including the off-campus observation trips, the teacher educators in home economics are trying to give their students a clear picture of the work ahead and to provide them with the tools to work with. One of the major purposes is to get the future homemaking teachers to build up their own educational

¹³Ibid., p. 213, 241, 273.

beliefs and their philosophy of home economics, to be able to set their goals, to understand themselves, to accept themselves with their shortcomings, and to be able to evaluate themselves. All this happens in democratic cooperation with the teacher, with the student and her fellow students. Participating in and observing the discussions in an atmosphere of critical thinking and problem solving are particularly helpful and encouraging to prospective teachers. The rapid growth which these young women make in the development of the methods, philosophy, demonstration and student teaching classes is evidenced by their general conversation, their explanations and descriptions of situations observed as well as by the questions raised and the written work presented as part of their curriculum planning.

The creative evaluation discussion carried on in a cooperative spirit, where the students themselves, with the help of their advisor and instructor, try to find out many solutions or suggestions for altering the area of subject matter being exposed, gives the students many opportunities for discovery of new ideas and for creativity, which are inspiring. The demonstrations of different teaching methods in classroom situations, the use of audio-visual equipment and materials (i.g. bulletin boards, displays, tape recorder and movies, different types of projectors etc.), all these help when they do their student teaching, the major function in the teacher education program.

Not only were the college students enrolled in these classes concerned with the overall development of the public secondary schools but they were much concerned with ways and means of determining evidences that boys and girls were actually learning. Much time was spent in a discussion of what learning really was and how it could be recognized.

Attention was given to the total home economics program, not only to the class work provided the boys and girls enrolled in the day school program, but also to the possible content of class work for adults in the community and to the home experiences of the high school students. Home experiences, club work and adult classes were looked upon as integral parts of the homemaking program and were believed to be closely related and outgrowths of day school classes and activities.

There are two points at which college students have opportunities to make contact with public schools prior to their student teaching, one in the junior year when they spend three days in a selected public school as a part of their preparation in the methods course, and the other in the senior year just before they do their student teaching. These experiences enable them to learn about two public schools, however the purposes for their observations are different. In the first experience they are obtaining an overall impression of a public school, which is, if possible, different from that which they attended. The second observation visit is made to the school and department which student teachers have selected as their student teaching center. Their purpose on this visit is not one of obtaining an overview of the school but one of learning as much as possible about the home economics department, its program and students in order that some preplanning can be done before returning for their actual student teaching. Students are encouraged to visit other schools whenever the opportunity arises, particularly those in or near their homes. Frequently this is done and students report surprise at the changes in their perspectives. Some students assist the college in a recruitment program which takes them into public schools to discuss career opportunities with high school

students. True, college students are not expected to completely understand public school programs but they have an opportunity to learn how they function prior to beginning their student teaching.

No teacher education program can be completely understood until a thorough examination of the content and learning experiences provided has been made. Since the professional preparation of teachers in home economics is the major concern of the writer, the observations made and the information gained will be treated in a separate section.

CHAPTER IV

STUDENT TEACHING IN HOME ECONOMICS AT OKLAHOMA STATE UNIVERSITY

Although home economics education work at Oklahoma State University really began as early as 1908-09 as a preparatory course for teachers of domestic science and art, offered in connection with the Teachers' Normal Division and as a course

....intended chiefly for those needing a general elementary knowledge of domestic science and art for use in connection with teaching of common school branches,¹

the practice teaching was first done in 1911-12 in both college and high school classes. The college classes serving as laboratories for student teaching were those in a two-year domestic science and art course for students not desiring college work. It was in 1915-16 that special teacher education courses were first offered as a part of the offerings in domestic science. In 1925-26 the home economics teaching in the junior high school of Stillwater was taken over as a laboratory for students in practice teaching, and later, as the enrollment increased in home economics education courses, Stillwater high school classes were added as teacher training laboratories. The home-making teachers of these classes were college and city personnel. At

¹General Catalog, Oklahoma Agricultural and Mechanical College, 1908-09, (Stillwater, Oklahoma, 1907), p. 17.

its peak the college Home Economics Education Department provided three full time and two half-time teacher trainers, who were simultaneously high school teachers and college personnel, who supervised the teaching of college students in the major portion of Stillwater junior and senior high school classes.²

During the 1930's the public school system in three small towns within driving distances of the college had been added as laboratory schools. The students simultaneously participated in student teaching and their college classes on campus, often spending part of the day at the laboratory school, the other in college.³

In 1940, when Dr. Millie V. Pearson became the Head of the Department of Home Economics Education, more extensive possibilities for vocational home economics teacher training were arranged. At this time several off-campus public schools were added to the network of teacher training laboratories. The purpose of this change and enlargement in the student teaching program was to enable the students to spend six weeks in the communities where they taught, giving them a better appreciation of the relation of the community to the high school, and an opportunity to do their work in real life situations and to have experiences in typical Oklahoma teaching-learning environments, where the high school students were not familiar with the work of student teachers

²Luis Burdin Lemons, "The First Fifty Years of Growth and Development in the Home Economics at the Oklahoma Agricultural and Mechanical College." Unpublished master's thesis. The Oklahoma Agricultural and Mechanical College, (Stillwater, Oklahoma, 1950), pp. 59-60.

³Lela O'Toole, "Suggestions for Improving the Preparation of Homemaking Teachers", Unpublished master's thesis. The Oklahoma Agricultural and Mechanical College, (Stillwater, Oklahoma, 1941) p. 44.

in other subject matter areas.

During the academic year 1964-65 there were 40 observation schools and 41 off-campus student teaching centers. These were located throughout the State of Oklahoma, some in the college town itself, some only a short driving distance away, and others at distances of 125 miles or over.

The schools serving as centers for observation and student teaching are selected on the recommendation of the state education administrators, the college staff and other professional people. Common to all student teaching and observation centers is that

1. the school community is a wholesome one and preferably near the college;
2. the school has the reputation of being a good school;
3. the superintendent of the school is willing to cooperate in the work of teacher education and appreciates it as a major area of learning;
4. the schools and departments maintain reimbursed programs;
5. the home economics teacher
 - a. is an experienced vocational teacher;
 - b. is recommended by the state department as a good teacher;
 - c. has special training in the supervision of student teaching;
 - d. is willing to work with the college and sees her role as helping to prepare the prospective teachers.

In many cases observation centers become off-campus student teaching centers as home economics teachers obtain special training in supervision. The majority of the teachers who prepare for the supervision of student teachers do so through the in-service teacher education program provided by Oklahoma State University. Special courses carrying graduate credit

and dealing with the principles and practices of supervision are offered as in-service work during the school year, as special workshops, and as summer school short courses. In addition the university sponsors special non-credit conferences and workshops where public school teachers, college students, state department staff members and university professors come together to discuss public school problems in the area of home economics. The influence of these course offerings and special work groups is evident in the friendly cooperative spirit of the educators involved, the teachers, the university staff and the state department officials. There also seems to be a common philosophy, a consensus of opinion regarding general purposes and practices which predominates all group meetings.

The Division of Home Economics at Oklahoma State University, the Home Economics Education Department in particular, has operated on the belief that a knowledge of state activities and needs is one of the most reliable guides for use in curriculum planning. Whenever faculty time and school funds permit the Home Economics Education Department carries on a follow-up program of its graduates. Efforts are made to visit a number of recent graduates each year. Not only is information about public school problems gained by the visiting university professors but the contacts made with teachers, public school personnel and community leaders help in the selection of observation and student-learning centers for future use. Such visits also keep the university faculty informed regarding public schools, teen age interests and teaching problems, thus providing valuable background in curriculum planning for teacher education.

Certainly all contacts made between the university faculty and the public schools are valuable but so are the reports made by college students who go to selected centers for a three day observation period as a

part of their junior year methods class and again as student teachers for a six weeks period in their senior year. Class discussions and evaluations of college students' growth because of these experiences follow each event. Emphasis is placed upon the things learned which will help college students in their preparation as teachers not upon a critical analysis of the school situations visited. The university takes the stand that the public school selected as an observation or student teaching center belongs to the local people, that the college staff members and the students are invited guests, and that they are there to learn how these particular people solve their problems and are responsible to them for their behavior.

When this type of laboratory experiences for teacher education was first established, the personnel of both the university and the public schools made every effort to clearly define the roles of all persons involved. Both wanted a cooperative undertaking where each accepted responsibility for teacher education, but not at the sacrifice of the local school. Today, there are many evidences that a large teacher education program flourishes. School administrators, public school teachers, high school students and parents express appreciation and understanding of their part in the university program. University staff members and students speak of the public schools in which they work as if they shared in the responsibility for their welfare. All seem to feel that participation in these programs makes a real contribution to the upgrading of the teaching profession and that all schools reap substantial benefits. The cooperating teacher is stimulated to put her best foot forward and is exposed to new methods and trends; the high school students receive more individualized help while the

student teacher is present; the whole school system is stronger as a result of the cooperative planning and evaluation which takes place and the college supervisors are kept informed regarding state situations.⁴

Responsibilities of the Supervising Teacher, the
College Supervisor and the Student Teacher

The success of student teaching depends largely upon the three persons who hold joint responsibility for it. They are the student teacher, the supervising teacher as a representative of the teaching center, and the college supervisor as a representative of the teacher education institution. Although the responsibilities of these persons differ, they are so interrelated that no one person or agency may be said to be more important or to take precedence over the others. This in itself emphasizes the fact that student teaching is a joint enterprise. Consequently, each one concerned tries to become aware of the particular responsibilities of each of the others as well as those of her own.

The main concern of the supervising teacher as a homemaking teacher is the welfare and the instruction of her own high school students. She is responsible for the program of work in homemaking as carried on in her school. This includes the curriculum, the records, the money management, the class and extra-class activities, and the maintenance of school policies and regulations. This also means, that the supervising teacher prepares the class for the coming of the student teacher. She provides the student teacher with considerable information, with appropriate

⁴"Cooperation in Student Teaching", Educational Research Service Circular, No. 4, May, 1964, p. 1.

teaching materials and with needed counseling on personal and professional matters. She consults with the college supervisor on the development of the student teacher and on the work which she is doing.⁵

The college supervisor as a member of the teacher education staff is responsible for helping the student teacher prepare for the teaching situation, for assisting her in personal and professional ways so that she may learn to do effective teaching within the framework of the individual school situation selected. The college supervisor confers with the supervising teacher and with the school administrators, (the superintendent and the principal), on the activities and accomplishments of student teachers. The college supervisor serves as liaison person between the supervising teacher and the student teachers, and between the public school and the university. She is responsible for coordinating the work of the student teaching program at the college with that of the regular high school program in the student teaching centers. Her role is that of a helper, advisor and objective evaluator; a human and democratic person, to whom the young and inexperienced student teacher turns quite freely.⁶

The student teacher herself is responsible for fitting into the program of work in the student teaching center and for teaching her classes in such a way, that their accomplishments compare favorably with those attained under the more experienced teacher; all the time remembering, that the school and the institution provided is for the high school

⁵Dwight K. Curtis, and Leonard O. Andrews, Guiding Your Student Teacher, (New York, 1954), pp. 5-22.

⁶Association for Student Teaching, The College Supervisor, Conflict and Challenge, 43rd Yearbook, (Cedar Falls, Iowa, 1964), pp. 23-30, 55-63.

students, not for her. Therefore she confers with her supervising teacher on all matters of school policy, regulations, and records; on the use of equipment and supplies and on the basic curriculum plan. The student teacher should feel free to express her doubts, fears, and shortcomings, the supervising teacher understanding that she is young, insecure and trying to do her best. The student teacher also confers with the college supervisor during her visits to the off-campus center as well as the supervising teacher on matters of personal and professional growth and on ways of becoming a competent teacher.⁷

In addition to these responsibilities the student teacher in her off-campus training school tries to build good relationships with the administrators and the staff, as well as with other school personnel and with the people in the school community thus getting the proper concept of her future role as a homemaker teacher and citizen.⁸

The Student Teaching Committee one of the many working faculty groups directed by the Council of Teacher Education at Oklahoma State University has stated:

The objective of student teaching is to give the student teacher an opportunity to develop teacher competencies that can be developed only under appropriate guidance and evaluation in a normal school situation.

The student teacher activities that contribute to the development of teacher competencies listed by this committee include the following:

⁷Howard R. Batchelder, Maurice McGlasson and Raleigh Schorling, Student Teaching in Secondary Schools, (New York, 1964), pp. 2-8.

⁸Olive A. Hall and Beatrice Paolucci, Teaching Home Economics, (New York, 1963), pp. 44-51.

1. Observing and studying the techniques and personal qualities of a competent teacher.
2. Observing first hand the nature of the learners.
3. Participating fully in all the work of a teacher in the grade level of subject area of her choice.
4. Working under the guidance and supervision of a competent teacher in the cooperating school.
5. Having her work evaluated frequently.
6. Observing subject matter organization for:
 - a. a unit of instruction
 - b. a course
 - c. a grade.
7. Becoming acquainted with the total school program.
8. Observing and evaluating school-community interaction.
9. Conferring with school administrators, school counselors, school nurses and other personnel.
10. Conferring with members of the staff at Oklahoma State University.
11. Evaluating⁹ her own qualifications, limitations and interests.

To be able to carry on these activities the student teacher must feel free to communicate easily with all the persons concerned. The best communication between the key persons in student teaching is achieved through conferences. During their orientation period the student teachers in home economics at Oklahoma State University have meetings and/or conferences with their supervising teachers and the college staff both on campus and off-campus, the latter during their preliminary visit to their prospective off-campus training centers. These meetings

⁹Student Teaching Committee of the Council on Teacher Education, Student Teaching, Oklahoma State University, (Stillwater, Oklahoma, 1962), p. 2. (mimeographed)

and conferences served many functions in facilitating better understanding of responsibilities and in helping the student teacher to work more independently, without taking action which could destroy or damage valuable teaching-learning experiences in the classroom and out-of-school environment. These conferences are as important learning experiences for the student teacher as the practice teaching itself, so they are carried on in as many situations and under as many circumstances as possible whether they serve as a gradual introduction to the student teaching program, or as evaluation sessions during and following the student teaching period. They can be either individual or group conferences, periodical or occasional, formal or informal, but are always planned to help the student teacher in her work.

Individual conferences held on campus before the student teaching period may be between the student teacher and her college supervisors or between the student teacher and a special subject matter instructor, when the student teacher feels that she needs additional help in some subject she is going to teach in the off-campus training school. The college supervisor also has small group conferences with all the student teachers allocated to her, thus giving them information about her future visits to the centers and other things concerned with the supervision.

During the student teaching period the student teachers and the supervising teacher have many conferences, which may be scheduled daily or may be occasional, when situations demand. The purposes of these individual or small group conferences are to select, analyze, and evaluate materials, procedures and activities used; to study the teacher's behavior in terms of competencies to be developed; and to plan next steps.

When the college supervisor visits the off-campus training center

three-way conferences are held. The college supervisor, the supervising teacher, and the student teacher or student teachers participate in these selecting goals, making evaluations, or sharing suggestions in a democratic manner in an atmosphere where mutual respect and understanding exists. In this way the persons involved are able to concentrate upon ways and means of solving special local class problems, making suggestions and partially testing ideas before they are put into action in the actual classroom teaching. The support which comes from group agreement on procedures enables student teachers to gain confidence quickly.

The continual evaluation day by day, period by period, although it does not follow a set pattern, was reported as most valuable, because nothing was too insignificant to be considered. This type of evaluation is basic in learning to work together and in developing respect for each other. Such a school situation truly exemplifies the democratic ideal.

At Oklahoma State University during the last 40 years the Home Economics Education staff has tried to build up an atmosphere of an objective self and group evaluation, an atmosphere of tolerance and understanding not found in many places. Students have learned to look at themselves objectively and also to look at each other objectively. They have also learned to work together, so that when they are doing their student teaching they work together cooperatively. They analyze and discuss each other's problems and in that way are helpful to each other in planning next steps and in giving suggestions for problem solving.

College supervisors also hold their own group conferences periodically to evaluate student progress, share supervision experiences,

plan seminars and evaluate their way of working. In these conferences they plan the final discussions and evaluations for prospective teachers which are held on the college campus after the actual classroom teaching experience is over.

It is in the conferences which follow the practice teaching that student teachers are advised regarding further preparation and type of work and environment they seem to be best suited for. The college supervisors, seeing the student teachers only a few times give help in overall planning and evaluation of the work done in the training centers. They depend upon the supervising teachers for the detailed specific personal help given student teachers throughout the student teaching period and follow their suggestions in rating college students on that part of this preparation.

During the preplanning visit to the training centers it is normally accepted that the student teacher assumes responsibility for one of the public school homemaking classes as soon as she and her supervising teacher believe she is able to do so. In some cases students plan ahead and begin their teaching on the first day of the six weeks student teaching period; in other cases the student teacher starts teaching after several days of observation and participation (e.g. assisting the classroom teacher), then later on assumes responsibility for another class. If possible, before she leaves the off-campus training school, the student teacher takes full responsibility for a day's program.

In addition to the practice teaching experiences the student teacher has the privilege of daily contact with other homemaking classes. In public schools where there are two or more homemaking teachers and/or

other closely related programs, student teachers frequently have the opportunity of observing in other subject matter areas and in conferring with other teachers regarding overall school problems, thus learning to value cooperatively planned and operated school systems. They can also share in a variety of non-class activities that are usually part of the homemaking teacher's program, e.g., making home visits and community contacts, working with adults, attending faculty meetings, serving as advisor to youth organizations, sponsoring high school classes, supervising school lunch programs, and working on school and local committees. In this way the student teacher sees a complete school program in action and becomes a very important part of it for a short period.

The writer had the opportunity to participate in a supervision course offered at Oklahoma State University, during which the responsibilities of the supervising teacher were thoroughly discussed and much emphasis placed on the preparation of the high school students and the community for the coming of the student teacher. Suggestions developed by the high school homemaking teachers enrolled regarding how to make the student teacher's life in the school and in the community most successful and rich in experiences, included the following:

"SHE IS COMING"¹⁰

- Be enthusiastic about the student teacher's coming.
- Provide news for school paper concerning student teacher.
- Send schedule of classes, roll, areas of work to her.
- Read correspondence from the student teacher to homemaking classes.
- Let FHA write a letter to the student teacher about the character of their homemaking classes.

¹⁰Summary of class discussion by graduate students enrolled in Supervision course, Spring, 1965, taught by Miss Joanna Chapman, Oklahoma State University, (Stillwater, Oklahoma).

- Learn some outstanding characteristics of the student teacher and inform classes of these.
- Help high school students to understand the role of the high school student in student teaching program.
- Plan with high school students ways of helping the student teacher feel at home in the community.
- Find a satisfactory place for the student teacher to live.
- Point out certain responsibilities the students have when such a "guest" teacher is in their midst.
- Call attention to the fact that this school, the administrators, faculty, and community now serve in the Teacher Education Program.
- Decide what information will help the student teacher understand and adjust to school, home and community life.
- Provide a plan for visiting with families, touring school, town and county, churches and like.
- Receive student teacher as a co-worker with limited judgment and experience.
- Prepare girls and school for the arrival of student teacher and help them see what their responsibilities are in regard to it.
- Prepare adolescents for increasing their circle of loyalty.

Much of the success in student teaching depends on the attitudes of all persons concerned; the high school students, the homemaking teacher, the administrators, other staff members and the student teacher herself.

Although much has already been taught and discussed on the college campus before the actual student teaching starts, the supervising teacher in the teaching center has many specific responsibilities which need immediate attention, when the student teacher arrives. She has much to do, but also much to gain in being a supervising teacher. Many of these responsibilities were discussed under the topic "SHE IS HERE" by the supervision class. Suggestions made were:

- Meet the student teacher at the bus.
- Introduce her to administration, faculty and school.
- Introduce the student teacher in classes and tell her something specific about each girl.
- Let the student teacher appear before class gradually to get used to her own voice, her behavior.
- Introduce her to certain classroom materials, maintenance activities, record keeping, school policies.

- Show the student teacher department plans, outlines of work, files, reports, etc.
- Provide adequate, definite conference time to sit down with student teacher, and also with the college supervisor when she comes.
- Establish rapport with the student teacher so she is free to do her best work.
- Request her plans sufficiently in advance so that concrete, constructive suggestions can be given; ask about purpose, subject matter, time management and the like to make sure she is thinking and planning clearly. Allow time for any revision necessary.
- Provide professional assistance, then free the student teacher to perfect her competencies.
- Provide some nourishment for ideas and initiative by letting the student teacher observe your teaching.
- Confer briefly or longer if necessary with the student teacher at the end of each day, or at a set specific time so that she can get hold of "right" things instead of "wrong" things.
- Provide oral and written appraisal of effectiveness to help her repeat some things and "prune out" others.
- Avoid interrupting her by knowing and approving before hand any plans she has in mind. However should the case arise, you are responsible for seeing that correct information is provided your students. This can be done when all parties understand that interruptions can be made politely and without adverse criticism.
- Laugh with the student teacher, not at her, when certain things happen.
- Observe the student teacher sufficiently so that both of you can effectively discuss her work.
- Observe her work, her alertness and insight.
- Help her plan for her total growth during her six weeks student teaching period.
- Help her grow professionally.
- Help the student teacher to understand the growth and development of youth and to relate subject matter to it.
- Help her to develop a wide variety to teaching techniques.
- Help the student teacher to work understandingly with others.
- Help her to be prepared for "surprise periods", long, short and interrupted.¹¹

The supervising teacher is also responsible, as mentioned earlier, for arranging specific experiences for the student teacher in cooperation with school administrators, faculty, and other members of the school community. These experiences are specially mentioned in the

¹¹Ibid.

Oklahoma State Plan.¹² In addition to the student teacher's directed teaching experiences with in-school youth similar experiences are encouraged with as many of the following as possible; out-of-school groups, adults, young pre-school children, nutrition education in elementary grades, the school lunch program and school lunch personnel education, child development-laboratories, play school in high school homemaking programs, Future Homemakers of America and other youth organizations, community programs and professional, church and civic organizations. No one school and community can do all of these things and even though the State Plan does recommend these many-sided student teaching experiences, they do not expect the school to participate in all of them at any one time. In the schools and communities observed, and those which the writer was able to hear reports from, the teachers selected for their out-of-class activities those things which seemed to best promote the school program. All schools had chapters of Future Homemakers organizations, many had either adult or out-of-school youth classes, some assisted with nutrition education in the elementary grades, and few had play schools for small children as laboratory opportunities for homemaking classes. All homemaking education programs contacted maintained active community programs, in which student teachers could participate. Thus working with the people in the community the student teacher finds out the needs and practices of the families. Making home visits, working with adult education classes and helping individuals in the community are recognized as essential learning experiences for student teachers.

¹²Oklahoma State Plan, Home Economics Education, Section IV, State Board of Education, (Oklahoma City, Oklahoma, 1960), p. 3, 11-7.

During the student teaching period the college student often has an opportunity to learn through professional activities, such as in-service education conferences, local and state meetings of youth organizations, meetings of professional education associations, and meetings of home demonstration agents and clubs. She can examine professional publications in superintendent's or principal's office, guidance office, homemaking department, and in teachers' reading room. When the off campus student teaching program is well-planned and well-directed, the college student can visit other schools and institutions, and participate in state wide programs thereby contributing to her growth as a teacher. The writer also had an opportunity to participate in many of the activities of student teachers, but her most valuable experience was the opportunity to be a member of a class studying supervision, to analyze the problems involved and to formulate suggestions for the complex planning of a many-sided teacher education program where the class members involved attempted to think through the many detailed responsibilities of all the persons concerned.

That the teacher education program and the work at the public school be successful, several things were listed by members of the supervision class as needing to be considered after the student teacher had left the public school teaching center and returned to college. The responsibilities of the supervising teacher listed were:

- "Pick-up" any loose ends with classes and tie all into a satisfactory package, information-wise.
- Identify with high school students some of their contributions to the teacher education program, so that the adolescents are not unduly affected by the change.
- Cite evidences or let students cite evidences of the growth of student teachers as well as their own.
- Write records which neither overestimate nor underestimate the

ability of the student teacher; a fair, truthful and just presentation of her work, written in such a way that you will be proud to claim its authorship years from now.

Keep in mind that another set of student teachers is another set and will bear induction into the school and community on their "own".¹³

The above mentioned topics and many others were discussed during the supervision course and during the visits made to off-campus training centers by the college supervisors and the writer. The contact with public school personnel made by college faculty through these courses and visits, as well as through special workshops, and the close friendships formed by the college and public school personnel working together to prepare teachers provide an ongoing, ever widening, and inspiring program which contributes to the development of the institutions and all educators concerned. Not only does this provide for close cooperation but also for the continuation and up-to-dateness of the student teaching program.

Information Obtained Through Observations of Off-Campus Student Teaching Experiences

With the cooperation of all persons concerned, the student teacher, after all the above mentioned planning and organization, starts her actual student teaching with the learning experiences considered important for her development as an effective teacher. The student teaching is not only the part of the program where the college students direct the learning of a group of high school students under the

¹³Summary of class discussion by graduate students enrolled in Supervision course, Spring, 1965, taught by Miss Joanna Chapman, Oklahoma State University, (Stillwater, Oklahoma).

immediate observation of an experienced teacher, the supervising teacher, but it also includes learning experiences in professional activities, in community relations, in curriculum planning and organization, in extra-class activities and in departmental management. These experiences which take place in off-campus teacher training centers are planned to give realism to the profession, but a great variety and wide range exists in their qualitative and quantitative aspects. Nowhere are the vast extremes between excellence and inadequacy in student teaching opportunities more striking and more shocking than in the dimension of quality. Many students really have skillfully guided learning experiences which lead them to an artistic, inspiring and professionally effective performance in directing learning. Some have opportunity to work with slow learners as well as with more brilliant students. Some have opportunity to work with several different areas of home economics, while others have teaching experience in only one major area. But there are some, who have a continuously frustrating, emotionally disturbing experience, during which they receive little positive direction or assistance, and sometimes learn unwise and professionally unsound procedures. Some of the student teachers find themselves assigned to a supervising teacher, who in spite of her supervision courses at the college campus, holds unorthodox ideas, quite at variance with those taught in the college courses. Fortunately this seldom happens and when it does another center is selected. Usually the teachers in off-campus teacher training centers are outstanding teacher educators who are extremely skillful in directing the work of student teachers, a task which combines the roles of a personnel director and a guidance counselor with that of a superior classroom teacher. With the help of such

a person it is easy for the student teacher to recognize evidences of her own personal and professional growth and to use self-evaluation as a basis for improving and discovering her limitations in classroom and community experiences. It is also easier for her to assume responsibility for meeting her limitations, when the atmosphere in the school is one of understanding and encouragement; when everyone remembers, that the student teacher is "trying her wings", exploring the role of a home-making teacher. Throughout her experiences the student teacher re-evaluates her philosophy of education frequently, as well as the value of cooperative and democratic behavior in school life.

When the attitude towards the school in the off-campus community is positive, when the people in the community are proud of having student teachers and eager to cooperate in teacher education, the student teachers' experiences in the training center are pleasant and profitable. The writer had an opportunity to visit three such off-campus training centers and really felt that the parents and the community officials as well as all the people in the communities tried to do their best to supply excellent learning experiences for the student teachers. The helpful open-door policy experienced there enabled the student teachers to become acquainted with the communities quickly, to participate in community functions and to help interpret the home-making program as well as to utilize community resources.

Probably the most important part of student teaching experiences is that of planning and organizing the work to be taught while the student teachers are in the training centers. They are obligated to understand the supervising teacher's overall plans for the year and to so plan that the classes which they have responsibility for continue

to move towards the objectives previously agreed upon. Although the student teachers have had at the college during their methods course some training in program planning, it becomes more realistic in the public school where they can plan for and with real high school students in real learning situations. The needs and interests of the high school students can easily be identified and are real, not imaginative; the student teachers can compare their students with the various phases of the adolescent cycle of development and understand better their interest and their abilities to achieve the goals and objectives stated in the local school curriculum. The student teachers have excellent opportunities to work cooperatively with high school students and parents in developing the homemaking program and in exploring and selecting available resources and methods by which the objectives of the cooperatively planned program can be reached. During the student teaching period they also have extraordinary opportunities to organize the sequence of work with the help of an experienced supervising teacher, who keeps in mind, that her role is to help, not to dictate, and to give encouragement.

Student teachers are expected to use various teaching techniques as well as to guide students in summarizing and in formulating and applying generalizations. From the observations made of student teachers at work the writer concluded that those who were able to use critical thinking and/or problem solving in their own planning and teaching were able to guide their students in the development of these abilities to the extent that similar learning experiences were carried on at home in the form of planned home experiences. When student teachers are able to use references and illustrative material in their

planning and teaching, they are also able to guide their students in using them. In all the schools visited there was a wide variety of audio-visual equipment and materials available for the student teacher to use in her instruction. Many interesting bulletin boards and displays were observed. In some schools the bulletin boards were prepared by student teachers to emphasize the work being presented; in others they were cooperatively planned by student teachers and high school students, but executed by high school students. In those centers where high school students participated in the preparation of bulletin boards and displays, they expressed much interest and enthusiasm in their finished work and pride in their personal and class accomplishments.

Another important learning experience had by student teachers is that of working with high school students in developing and trying out various evaluative instruments for measuring their progress. Student teachers are encouraged to look upon the development of evaluative instrument as part of the pupil-teacher planning. Emphasis is placed upon self-evaluation not only for the student teacher but also for the pupils for which she is responsible. In using a variety of evaluation devices with individuals and class groups, such as factual tests, performance tests, rating scales, questionnaires, check lists and surveys, she measures the effectiveness of her teaching, locates evidences of progress toward goals, and as a result is able to revise her teaching plans so that the students really learn and develop an appreciation for homemaking. In this the student teacher guides the pupils in setting up and using self-evaluation devices. She scores papers, tabulates results, grades students' work, and interprets the findings for future planning and work.

The better organized the learning experiences provided by the student teachers become, the more time they have for work with individual students. In most of the public schools used for student teaching the homemaking teacher has her own daily conference period for her students. The student teacher also holds conferences with her students during these periods, as well as during the school intervals and when time and place permit. Additional conferences frequently occur during the home visits she makes, and during her guidance of home experiences. The student teachers are encouraged to add to the cumulative records of students, but only facts, not interpretations.

Oklahoma teachers keep quite extensive records and make formal reports to the State Department of Home Economics Education, filing copies with their administrators. These reports and the data supporting them are available for student teachers to examine, thereby learning much about the local program and its students which might otherwise be overlooked. In using, in contributing to and in seeing other areas in the school use these records, student teachers become aware of the value of personal records in guidance programs and in curriculum planning.

In addition to her role as an instructor and guidance counselor the homemaking teacher has responsibility for extra-class activities. These the student teacher has an opportunity to observe and sometimes to experience. Examples include adult programs in homemaking, school functions which she may assist in sponsoring, school lunch programs and Future Homemakers of America programs. In the spring during their student teaching period student teachers participate as assistant sponsors in the Future Homemakers of America state rally in Oklahoma City,

thus gaining experience in planning and preparing for a large group meeting, an out-of-town trip and many other activities in youth organization work.

The managerial skills of the student teacher are also tested during her student teaching period, when she tries them in department and classroom management. In the beginning of the student teaching period, before the student teacher starts her actual teaching, she is given an opportunity to assume responsibility for the upkeep of the department, thus she becomes gradually acquainted with the department and simultaneously with her students. If possible, she with the cooperation of her students contributes to the attractiveness of the department as well as organizes class members for those routine activities for which they share responsibility. In one high school these experiences were carried on with an extreme effectiveness and system, that might well be practiced in department management in many schools. The writer had opportunity to participate in teacher and student teacher conferences in three of the off-campus centers, where long-time departmental improvements were discussed, and where student teachers made valuable suggestions, which could be carried through with little expense. These opportunities for student teachers to participate in planning, arranging and redecorating school facilities gave them a decided feeling of satisfaction and further prepared them to be effective teachers.

By classroom management the writer means the student teacher's responsibility for planning student seating and working arrangements, for assuming responsibility for lighting and ventilation, for use and care of all equipment, supplies and furnishings, for the planning and distribution of responsibilities as well as for guiding students'

selection and care of laboratory dress or apron, and for the use and care of books and magazines.

The homemaking teacher is also the administrator of her department, a responsibility which the student teacher is expected to understand. Many opportunities are available for student teachers to observe and to participate in the clerical work of the local departments. Previously prepared semester and yearly plans and reports are available for student teachers to study and use. In addition attendance records are kept, pass slips are issued, daily and weekly plans are made and filed with the school principal, budget plans are made and expense records kept, student work graded, report cards issued, and records kept of all out-of-class and community activities. Some schools provide opportunities for student teachers to observe and share in the making or the carrying out of long time plans for the growth and development of the department; such as making repairs, replacing worn equipment and adding to the facilities.

It is not expected, that every student teacher be able to carry on all these activities and to gain experience in all of them, since every student teacher has a different background of experience, a different level of achievement and a different learning speed. Each student teacher with the guidance of the supervising teacher and the college supervisor determines which experiences she needs to work on specifically and decides when these will best fit into her work and time schedule, and selects those available during her off-campus training period.

The Evaluation of Student Teachers

When the goals of off-campus student teaching, a most important element in the pre-service education of teachers are reached, the evaluation of student teacher growth is the next responsibility. "Did I like teaching? Can I teach?", these are the questions that need to be answered by each student teacher and probably can be, if progress towards such goals as those proposed by Andrews are analyzed, namely:

1. To provide for a concentrated period of growth in professional and personal attributes, understandings, and skills of the teacher.
2. To assist a student to discover if teaching is what she really wants to do, and actually can do.
3. To permit a student to demonstrate that her ability and potential warrant recommendation for a teaching certificate.¹⁴

The team workers in student teaching, the student teacher, her fellow student teacher, the supervising teacher, and the college supervisor, all evaluate the growth of the student teacher during her off-campus training period, as well as at the end of it. In some schools visited the high school homemaking students also evaluated the student teachers and their work.

In the Department of Home Economics Education at Oklahoma State University the student teachers have many evaluation experiences before their actual off-campus student teaching. During their methods course they evaluated both themselves and their fellow students in giving reports, in demonstrating special methods, and in measuring personal progress. Other evaluation activities occur during their demonstration

¹⁴L. O. Andrews, Student Teaching, (New York, 1964), p. 20.

and philosophy of education classes. During the latter they usually prepare personal progress reports. In the philosophy class it is customary for students to select the means by which they provide evidences of their personal growth. The means vary from semester to semester, because students have an opportunity to consider and to select the evaluation procedures used. Personal progress reports have been the most popular evaluative devices for several semesters. In the spring semester 1965, students decided to write two evaluation reports stating their activities and citing their progress in the clarification of their educational philosophy. One of the reports was written before they left for student teaching, the other after their return to the college campus. Thus they and their instructor were able to identify changes in their thinking which in turn helped them in stating their beliefs regarding educational purposes and practices. Naturally with this type of evaluation, a justification of their beliefs, students arrived at different versions in their interpretations; some probably identified strengthened beliefs, some discovered new ones, and others located doubts that needed to be checked and re-evaluated.

The students involved recognized that an educational philosophy was a personal thing, that it had to be arrived at through individual effort, that it could not be read and memorized. They also after much deliberation accepted the fact that they were responsible for their own learning and that what they said and did cited evidences of the personal growth made. They did not seem surprised when the instructor explained that she was hoping that the progress reports would cite evidences of increased social sensitivity, increased ability to use reflective thinking as a means of solving social and educational

problems and increased ability in self-direction and creativeness.¹⁵

The writer had the opportunity of examining the progress reports written by 51 students in the spring semester 1965. The majority of these reports not only cited what students had done because of the philosophy course but also pointed out many of the definite learnings achieved. True, each paper was different but the majority clearly presented and justified the educational beliefs of the writers, thus leading the reader to believe that the overall objective of the course had been reached.

Probably the best evidence of the type of thinking which goes on in the philosophy class is found in the Criteria for Democratic Learning Experiences discussed.¹⁶ This criteria was developed as a part of class work several semesters ago but has continued to be accepted by class members as descriptive of their beliefs regarding good teaching practices. It is discussed as a goal to be reached prior to student teaching and as a guide for evaluating teaching success in implementing their philosophies after students have completed their student teaching.

During the off-campus student teaching period the student teachers, their supervising teachers as well as their college supervisors use an evaluation form, developed and revised during a period of years, called "Have a Look at Yourself", where the management of students, the ability to plan daily lessons and to fit into school and community life were rated. A copy of this evaluation device can be found in the

¹⁵See Appendix No. D, p. 90.

¹⁶See Appendix No. E, p. 92.

Appendix No. C, page 87. The checking of this evaluation sheet usually occurs several times during the student teaching period and is done as realistically as possible. The student teachers are advised to use the form at least three times during their teaching experiences, near the beginning, the middle and the end. The student teachers are also encouraged to do self-evaluation at the end of each teaching period by using descriptive notes written at the end of each lesson plan. They also evaluated each other's progress, both daily and weekly, as well as the progress of their students.

One of the most important responsibilities of the supervising teacher is the daily evaluation of the student teachers' work. Thus by evaluation and conferences she encourages and inspires student teachers to do and try their best, always remembering, that this cooperative evaluation of student teacher progress "is not an end-product but rather a means for day-by-day improvement through cooperative give and take, of gaining the most from a learning experience."¹⁷

In the Department of Home Economics Education at Oklahoma State University both teacher educators and student teachers expressed the beliefs, that:

1. The evaluation of student teaching begins with the planning of goals and continues through the student teacher's learning experiences.
2. One of the most important uses of evaluation in student teaching is to help a student teacher make progress, recognize her own growth, and point the way to improvement.
3. Mutual understanding, cooperative planning and sharing of responsibilities are necessary to effective evaluation.

¹⁷Oklahoma State University, Workshop on the Supervision of Student Teaching, (Stillwater, Oklahoma, June, 1959), p. 20, (Mimeographed)

4. The persons involved in the student teaching situation being evaluated should have a part in establishing the criteria by which they will be evaluated, and a part in the evaluation.
5. Good evaluation of student teaching includes the growth of the pupils being taught, as well as the growth of the student teachers.
6. A variety of good evaluative experiences provides not only evidences of growth but also learning opportunities.
7. Evaluation helps all participants in the student teaching situation to obtain evidences of significant changes in behavior.
8. The student teacher is evaluated as a "student teacher", rather than as an "accomplished teacher".
9. Recommendations of value give objective evidences of the prospective teacher's experiences, abilities and potentialities as well as her limitations.¹⁸

The writer had several opportunities to observe and to participate in evaluation sessions during the college supervisors' visits to off-campus training centers, as well as during the summarization period after student teachers returned to the college. During the former, different college supervisors used different evaluation techniques, both oral and written. Very often during visits to the off-campus centers the conference hour was reserved for group evaluation conferences concerning daily, past and future learning experiences. Student teachers orally expressed their feelings about teaching, their own estimation of progress made, and mentioned handicaps which they recognized. This open-minded, free expression of "self", encouraged by both the supervising teacher and the college supervisor is an evidence of a joint partnership, where good communication and cooperative evaluation are achieved. A written evaluation by the college

¹⁸Ibid.

supervisor, whether it is made in essay form and handed both to the student teacher and the supervising teacher, or on an evaluation form, provides a basis for discussion and also serves as a clear directive for future program planning and teaching. It also may be used during the summarization session when the students with their supervising teachers discuss and evaluate the overall student teaching experiences.

The entire Teacher Education staff of Oklahoma State University and all the student teachers had an open-day evaluation session after their student teaching experiences when student teachers representing different subject matter areas (agriculture, business, science, art, home economics, elementary education, language, history and physical education) told about their experiences and in a way evaluated their work as student teachers. Later in the same day, subject matter sections had their own meetings where more detailed discussions and evaluation followed. This event occurs each semester, thus serving as a means of coordinating teacher education at Oklahoma State University.

In the Department of Home Economics Education after student teachers returned to their classes on the campus several class periods were devoted to identifying student growth and to further continuous pre-service education. During these classes many earlier difficult problems were solved and experiences compared. Students gave their second progress report comparing achievements with previously planned goals; expressing (by using self appraisal) further personal improvements, and determining criteria for selecting future employment. Some students may even decide upon a completely new profession other than teaching.

The evaluation part of the student teaching program provides evidences for faculty members to revise the teacher education curricula, so that they really will meet the needs of future homemaking teachers in their role as directors of learning for high school students.

A similar evaluation procedure was used by the teachers enrolled in the supervision course after they had had student teachers or had observed student teaching in other centers. Thus the process of evaluation is an integrating experience in the whole teacher education program.

CHAPTER V

STRENGTHS IN THE HOME ECONOMICS TEACHER EDUCATION PROGRAM AND THEIR IMPLICATIONS FOR FINLAND

The scrutiny and informal evaluation of the Home Economics Teacher Education program at Oklahoma State University revealed many easily distinguishable characteristics which appeared as major factors in its growth and development. Likely the same is true of other areas of teacher education in this university, but because of the time limitation strengths in home economics teacher education only are presented. All sources of information, whether historical records, results of interviews, or personal observation and participation, provided evidences of strengths that educators consider essential to the success of a teacher education program.

As a result of the study the writer obtained an increased understanding of the developmental processes in teacher education and of the student teaching program, including their interrelationships and purposes. The historical review of the teacher education and the student teacher program at Oklahoma State University indicates that patterns of organization and levels of responsibility have changed from that of complete college responsibility in a single school to off-campus student teaching and shared responsibility with a number of public schools.

Strengths Observed

The following strengths in the Home Economics Teacher Education program at the Oklahoma State University seemed evident to the writer:

1. The emphasis placed upon the social purpose of education, and the efforts made to implement this belief.

Students and faculty repeatedly expressed the belief that the purpose of education was the development of democratic individuality, that the one aim of the school was the production of the citizen desired.

2. The belief in and use of cooperative planning throughout all levels of the teacher education program.

The home economics education students as well as the faculty are strongly motivated to work towards goals they have agreed upon in cooperative planning. Not only do the students participate in the planning of the content to be studied, the learning experiences selected, but also the evaluative procedures used. However, this planning takes place after sufficient information has been presented to make it possible for students to make intelligent decisions.

3. The belief in and respect for individual growth and development as seen in the recognition and rating of students, in the freedom of expression exercised by students, the personalizing of instruction and the time given to guiding individual students.

In planning the Home Economics Teacher Education program the major emphasis is upon personal growth at all levels, not upon learned content, although subject matter content is selected and taught to help the student teacher in her pre-service training and future profession. As prospective teachers, student teachers

know that each person is responsible for her own learning, and that each individual must reach her educational goals in her own way, thus recognizing the importance of individual differences which places the teacher education program on a personal and almost individual contract basis. The use of cooperation and free expression as an easy democratic way of communication in interviews, conferences and class discussions, evaluations and other educational activities enabled student teachers to find out and develop their potentialities and obtain experiences typical of teachers.

4. The belief in the importance in good interpersonal relationships and the efforts made to clarify the roles of various personnel.

The teacher educators concerned made an effort to clarify functions and roles through frequent interviews and conferences.

5. The cooperative manner used in planning and executing the teacher education program.

All the professional people concerned continuously worked together to develop and to improve the teacher education program. They seemed to have a clear understanding of functions, skills in human relations, and a high regard for the preparation of teachers.

6. The use of information regarding state and local needs in program planning.

The information obtained through using off-campus schools and participating in community experiences enabled the educators involved to plan a teacher education program which is closely related to the needs of the state. The effort to meet local needs

enabled college students to learn about many types of communities and school programs, and to see them as guides in curriculum planning.

7. The opportunities provided for college students to participate in program planning.

The college students' participation in cooperative program planning and evaluation makes the teacher education program more satisfying, better meeting their needs, and thereby creating a positive attitude toward college work.

8. The planning of the courses in the professional area as a unit.

All of the home economics education courses are planned cooperatively and are thought of as a professional unit where the experiences in each supplement those in the others.

9. The provision of opportunities for teaching experiences in realistic school and community situations by the use of off-campus student teaching centers.

By using the off-campus student teaching centers both the student teachers and the faculty of the teacher education institution are working on a realistic basis, thus gaining first hand experiences with the changes in the educational needs of the people themselves, and knowledge of the variety of roles homemaking teachers experience in a school situation.

10. The opportunity provided student teachers for participation in the total home economics program of a typical community.

Participation in school and community affairs, and in professional and civic organizations enables student teachers to become acquainted with the role of a homemaking teacher, to see her place

in the community.

11. The cooperative work of university and public schools provides a means by which all concerned can learn and improve their educational programs.

Off-campus student teaching programs are of value to public schools because they provide opportunities for administrators to evaluate prospective teachers, provide educational and placement liaison with the university, and provide communication lines for the interpretation of public school purposes, needs, problems, and operation.

Off-campus student teaching programs are of value to the supervising teacher because they help her to increase the individual attention given to high school students; to challenge her to superior performance; and bring new ideas to her classroom.

Student teachers challenge the high school students to act more maturely, giving them an image of the college student and acting as liaison between the university and the high school students.

During the off-campus experiences student teachers become increasingly aware of the relationships existing between the school and community, and attempt to make effective use of community materials and resources.

12. Continuous evaluation is seen as an integral part of the teacher education program.

Not only the evaluation of student teacher growth but also of the teacher education program and college faculty efficiency is going on continuously, either by the State Department or other accreditation agencies, or by teacher educators and student teachers

themselves.

13. The emphasis placed upon self-analysis and evaluation as means of helping student teachers become self-directive.

Evaluation is seen and used as an integral part of the teaching-learning process. The evaluation procedure in student teaching is one of a combined student and teacher evaluation and self-evaluation instrument.

14. Cooperatively planned in-service education programs for the personal improvement of homemaking teachers, and the provision of college consultation service for public schools.

The cooperation between the university and the public school is not a one-sided affair. True, the university used the classrooms and faculty in off-campus student teaching centers, but in return the public school and the cooperating teachers receive help in the form of consultations and teaching materials. In addition, cooperating public school teachers have opportunities to attend and participate in numerous conferences, clinics, workshops and special classes.

Implications for Finland

Keeping in mind that teachers do not teach as they were taught to teach but that they teach as they were taught, the following implications for Home Economics Teacher Education program in Savonlinna College, Finland be made:

1. Increased motivation toward the formulation of individual philosophies.

Many of the Finnish students are inclined to accept plans made

for them by their elders and teachers. All need to learn to plan more intelligently and to evaluate their own growth.

2. Opportunities for independent, individual and small group work.

In order to become responsible citizens and teachers contributing to their democratic society, college students must be encouraged to do independent critical thinking and problem solving, realizing the importance of individual contributions.

3. Better understanding of human relationships.

More emphasis should be put on the methods, techniques, and facts in the field of human relations; a course in "human relations in education" should be included in teacher education.

4. The need for including all people concerned in educational program planning.

The cooperation in program planning, evaluation and revision, where all persons concerned (also student teachers and teachers in-service) participate makes the program dynamic, not static, and should work in Finnish institutions.

5. The need for a change in educational goals placing emphasis upon student growth rather than upon content learned.

Although the verbal goal of Finnish education is student growth, in real school and college life subject matter or the content learned seems to be another competing goal.

6. Increased in-service educational opportunities for teachers.

Clinics, workshops, short courses and conferences, as well as supervision classes should be offered by the teacher education institution itself, thus presenting first hand information of the needs of the public schools, teachers, pupils and community.

7. The need for increased use of off-campus student teaching centers.

In Finland, as in Oklahoma, off-campus student teaching centers provide more realistic teaching-learning environment than do the on-campus laboratory schools. On-campus laboratory schools would be best used only as experimental demonstration schools, the major part of student teaching being done in off-campus schools.

The use of off-campus public schools as teacher training centers likely will raise the level of instruction and the standard of facilities.

Understanding of the school and community relationships may be increased on the part of the student teachers through off-campus student teaching experiences as well as through the use of community resources.

8. Increase in the quality of supervision provided through a reduction in the number of student teachers assigned.

In off-campus training centers the supervising teachers should have only one or two student teachers, thus being able to guide them individually in their student teaching program. The pupils in these schools would not have as many teachers per year as they do in the on-campus laboratory schools where fifty or more student teachers appear throughout the year.

9. A continuous cooperative planning and evaluation of teacher education program is needed.

Self-evaluation and evaluation in general is needed in the teacher education program on the part of all persons concerned, an ever on-going procedure which provides information for further

development.

10. Increase in the use of self-analysis and evaluation on the part of student teachers.

The continuous use of self-analysis and evaluation insures progress in self-understanding and gives guidelines for behavior in the teaching profession where evaluation seldom is officially done. Skill in evaluation will help teachers to improve themselves and their programs.

In the present study the writer reviewed the historical development and the practices of the Home Economics Teacher Education program at Oklaoma State University. Much knowledge was also gained through personal observation and participation. Although all the details were not cited and many things occurred that probably were just as beneficial as those reported, the strengths cited and the corresponding suggestions made will serve as a basis for the continuing analysis, revision and improvement of the teacher education program in Savonlinna College, Finland.

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APPENDIX A

General Education Courses

Freshman Composition: Principles of composition, expository themes.

Voice and Speech Improvement: Pronunciation symbols. Some specifically designated sections study the International Phonetic Alphabet. Correction of distracting pronunciations, voice qualities, mannerisms, regionalisms, colloquialism. Exercises in oral communication.

Essentials of Public Speaking: Preparation and delivery of original speeches which are evaluated according to subject matter, audience suitability, logical validity, emotional appeal, use and organization of materials, and delivery.

Challenges in American Democratic Life: Development of American political, social and economic democracy, difficulties in putting theory in practice, suggested reforms in three areas and selected current problems of modern democracy in the United States.

American History from 1492 to 1865: Introductory survey from European background through Civil War.

American History from 1865 to the Present: Development of the United States including the growth of industry and its impact on society and foreign affairs.

Principles of Economics: Structure of contemporary economy; basic economic principles, institutions and problems; contemporary economic analysis.

Principles of Sociology: A survey course to introduce students to the science of human society. Emphasis on basic concepts. Description and analysis of society, culture, the socialization process, social institutions and social change.

General Chemistry: Fundamentals in chemistry.

Organic Chemistry: Occurrence, methods of preparation, reactions, and properties of common organic compounds, especially those in foods and textiles.

Biological Science: Cellular organization and differentiation, photosynthesis, nutrition, respiration, coordination, growth, reproduction, and genetics. Heredity, plant and animal classification, ecology, evolution.

Elementary Physiology: Structure and function of the systems of the human body.

Physiology: Laboratory supplementing elementary physiology.

Elementary Principles of Art: Fundamentals; problems in freehand drawing, color, design and lettering.

Humanities in Western Culture: Literature, the graphic arts, and music in relation to the historical and philosophical setting.

Introductory Psychology: Intelligence, personality, motivation, and application of psychology in various fields.

Swimming: Swimming for beginners.

Body Mechanics: Postural and conditioning exercises.

Sports for Women: Field hockey, speedball and volleyball.

Golf: Golf for beginners.

Tennis: Tennis for beginners.

The Use of Books and Libraries: Orientation to the use of libraries by college students, including the special features of the OSU Library, basic reference materials and library service.

Home Economics for Contemporary Living: Developing and applying concepts relating to values, goals, inter-personal relations and decision making for effective personal, family, community and professional living.

Home Economist in the Contemporary World: Issues affecting the family in contemporary society and the unique responsibilities of the home economist to her own and other families.

Courses in the Area of Home Economics

Personal Health, First Aid and Home Nursing: Personal health, hygiene, first aid and home nursing. American Red Cross First Aid certificate may be earned.

Introduction to Nutrition: Consideration of basic nutrition related to food and health problems in the present socio-economic and cultural environment.

Family Food: Selection, preparation, management, and simple service of food for the family, adapted to patterns of living.

Science of Food Preparation: Application of scientific principles to food preparation.

Housing for Contemporary Living: The house as a space for living including the aesthetic, social and economic aspects of the housing environment in relation to needs, values, and goals of individuals and families.

Equipment for the Home: The selection, care and use of equipment for the home.

Clothing Selection: Sociological and psychological aspects of clothing in various cultures. Aesthetic, economics and health aspects of clothing and textiles selection for the individual and the family.

Clothing: Clothing construction based on flat pattern designing with emphasis on principles of fitting and suitability of design for the individual.

Textiles: Textile fiber, yarns, construction, finishes; their properties, use and care.

Tailoring: Problems involving techniques used in tailored garments.

Family Clothing: Certain psychological, sociological, and economic factors which may influence family clothing choices.

Resource Management for Individual and Family: Principles and procedures of management with emphasis on money, time and energy.

Home Management: Practical experience in group living and managing the home.

Child and Family Development: An introductory study of the child from conception through adolescence and his development within the family setting with emphasis on principles of growth and dynamics of behavior. Directed observation of children and their parents.

Family and Human Development: An adult-centered course emphasizing development and relationships of family members through the stages of family life.

Marriage: Consideration of courtship and marriage, integrating material from anthropology, biology, psychiatry, psychology and sociology with special attention given to the needs or interests of the individual student.

Family Relationships: Courtship, marriage, parenthood and contracting stages of the family with focus on interaction and behavior dynamics and their application to case materials.

APPENDIX B

Excerpts from Oklahoma State Plan Home Economics Education

Section IV 9/60

Procedure for selecting directed teaching centers

Directed teaching centers shall:

Be provided which meet the requirements set forth by the State Department of Home Economics Education.

Be selected by the teacher education staff in cooperation with the State Supervisory Staff of Home Economics Education.

Be provided in which a good total school program is exemplified. The administration, homemaking teachers and others concerned with local programs are interested in having the school used as a directed teaching center.

Offer the following provisions for student teachers:

A well-rounded vocational homemaking program .

Opportunities to observe and participate in the teaching of school age and adult groups.

Experiences which will include opportunities to work with nutrition education in relation to school lunch, FHA or NHA and supervision of home experiences. The participation shall be representative of regular responsibilities which teachers assume on the job.

Opportunities to observe and participate in community activities related to home and family living.

Opportunities to work with administrators and faculty members.

Opportunities to observe a variety of educational offerings in the school and to observe teaching in fields other than homemaking.

Provision for supervised Experiences of Prospective teachers.

Directed teaching experience with in-school youth; with out-of-school groups.

Vocational homemaking programs approved by the State Supervisor shall be used as training centers. Experiences shall include various aspects of homemaking with different age groups. Day-school classes taught by student teachers shall include ninth grade and above.

Experiences in homemaking and other out-of-class activities.

A wide range of experiences may include those in connection with nutrition education and the school lunch program, child development laboratories, Future or New Homemakers of America, nutrition in the elementary grades and others. Participation of prospective teachers in the total school and community program in as near the capacity of a regular teacher as possible, is desirable.

Experience in home management.

In approved programs students shall be provided learning experiences in home management including experiences in the home management house.

In these institutions individuals with demonstrated competencies may take alternative home management experiences if conditions warrant.

Experiences with children.

Opportunities shall be provided for students to have in-school and out-of-school experiences with children. They shall have opportunity to observe and participate in home, school and community programs where there are children of various ages, laboratory experiences shall include directed observation and participation in a nursery school in a reimbursed institution supervised by a well qualified nursery school staff.

Experiences in community activities

Provisions shall be made for experiences that will enable teachers to cooperate in school, home and community situations in working with different age groups. Experiences may be provided through working with youth and adults in health, education, recreation and welfare projects contributing to home and family living.

APPENDIX C

SELF-EVALUATION DEVICE FOR STUDENT TEACHERS

Okla. State Univ.
HEED 406

Have A Look At Yourself

If these are valuable assets for the SUPERIOR teacher, which ones are your STRONG or WEAK spots as a student teacher?

Evaluate your present status using these four levels?

1. Poor 2. Fair 3. Good 4. Very Good

I. Management of students:

| 1 | 2 | 3 | 4 |
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- Maintains classroom atmosphere which promotes learning.
- Is sensitive to possible "discipline situations" and makes effort to prevent them.
- Is aware of whole class, even though helping individuals or small groups.
- Develops interest in the students for the subject being studied.
- Has a minimum of confusion or wasted time.
- Provides opportunities for responses from many, rather than a few.

II. Management of self:

| 1 | 2 | 3 | 4 |
|---|---|---|---|
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- Has necessary materials ready for teaching class.
- Has necessary materials for students to use.
- Has command of self and situation.
- Recognizes and used "good taste" in behavior, dress, etc.
- Evaluates student progress as objectively as possible in relation to class objectives.
- Welcomes suggestions from others.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
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Uses good judgment in making decisions.

Maintains professional interest and pride.

Enjoys teaching and shows it.

Shows initiative and imagination in planning, and carrying out work.

III. Ability to plan for the daily lesson:

| 1 | 2 | 3 | 4 |
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Knows the useful aim of each lesson and its relation to unit plans.

Provides adequate learning activities.

Provides adequate and appropriate illustrative and supplementary materials for class use.

Is informed accurately on subject matter needed.

Opens class in an interesting and profitable fashion.

Ends class in a profitable and definite way.

Plans to teach students rather than information.

Applies learning to realistic family and community situations.

Uses questions which promote thought and/or discussion.

Makes assignments which support class objectives.

Uses a variety of methods: discussions, demonstrations, laboratory, field trips, etc.

Carries out plans or provides an adequate substitute.

Foresees fairly accurately how classes will develop.

Analyzes own weaknesses.

Analyzes own strengths.

Includes the development of a variety of evaluation procedures in learning activities.

IV. Ability to fit into school and community:

| 1 | 2 | 3 | 4 |
|---|---|---|---|
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Makes home visits.

Makes effort to understand total school program.

Makes effort to obtain "first hand information" about the community.

Attends and/or participates in school and community activities.

APPENDIX D

SUGGESTED CRITERIA FOR DETERMINING EVIDENCES OF STUDENT GROWTH

Okla. State Univ.
HEED 402

A. Increased Social Sensitivity

1. Statements showing increased breadth of vision
2. Statements implying changes in opinion
3. Statements of definite changes in opinion
4. Statements indicating increased understanding of social and educational situations
5. Statements showing recognition of relationships or responsibilities

B. Increased Ability to Use Reflective Thinking As a Means of Solving Social and Educational Problems

1. Statements showing increased recognition and understanding of educational procedures and practices
2. Statements showing increased understanding of democratic procedures
3. Statements of conclusions reached
4. Statements giving suggestions for improving educational or social situations
5. Statements showing recognition of problems

C. Increased Ability in Self-Direction and Creativeness

1. Statements citing use of initiative
2. Statements showing improvement in self-expression
3. Statements showing creativeness
4. Statements indicating self-analysis and evaluation
5. Statements showing changes in purposes

6. Statements showing change of direction and behavior
7. Statements showing efforts made toward self-improvement

APPENDIX E

HOME ECONOMICS EDUCATION 402

OKLAHOMA STATE UNIVERSITY

CRITERIA FOR DEMOCRATIC LEARNING EXPERIENCES

Learning experiences which promote the development of democratic individuality provide opportunity for:

1. much teacher guidance in determining the direction in which learning shall take place and in working toward goals.
2. student participation in planning classwork, the content to be studied, learning experiences to be had, procedures to be used, and distribution of responsibilities.
3. student participation in formulation of flexible individual and group plans which are possible of achievement and to carry them to completion.
4. students to meet challenges according to their individual needs and intellectual levels.
5. attacking and solving real-life problems that are consistent with goals planned and that are sequential in nature.
6. students to see and understand the interrelationships of problems.
7. student participation and cooperation in collective thinking and cooperative action.
8. individual and group investigation and experimentation.
9. students to select, and weigh values in goods, services and behavior.
10. students to organize their values into socially acceptable codes of behavior and to become increasingly responsible for their behavior.
11. students to choose alternative acceptable courses of action.
12. students to express individual ideas through chosen media with encouragement toward self improvement.

13. students to make use of community resources and materials in attacking problems.
14. students to frequently evaluate progress made and the results of action taken.
15. students to use the evaluations made as guides for further planning and action.
16. students to extend the classwork beyond the boundaries of the school room.
17. students to participate in activities which stimulate continued learning.

VITA

Terttu Tuttu Tuulikki Nurmiaho

Candidate for the Degree of

Master of Science

Thesis: IDENTIFICATION OF HOME ECONOMICS STUDENT TEACHING PRACTICES
WITH IMPLICATIONS FOR TEACHER EDUCATION PROGRAM IN FINLAND

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Professional Organizations: Association of Finnish Teacher
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(Central Board since 1960); Association of Finnish Home
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Phi Kappa Phi, and Xi Omicron Nu.