

IDENTIFICATION OF STUDENT TEACHING COMPETENCIES
IN HOME ECONOMICS FOR WHICH COOPERATING
TEACHERS COULD ASSUME RESPONSIBILITY
WITH IMPLICATIONS FOR
SUPERVISORY ROLES

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CHAPTER I

INTRODUCTION

Contemporary society is changing fundamentally and rapidly. It is changing so basically and so swiftly that educators have difficulty fitting themselves into the present and projecting themselves into the future. This is a time of ferment which requires that teacher educators take a look at their roles as leaders.

All persons in supervisory positions must learn to become sensitive to relationships between their immediate tasks and the broad sweep of innovations and changes. More accurate and more useful information about teaching and learning and about effective student teaching procedures is being made available through research. Students are pushing for an active role in the general scheme of planning their experiences. These and other factors have upset the equilibrium in teacher education. Olsen (1966, p. 229) made a study that says "the final bastion of the status quo, student teaching (and other portions of the laboratory phase), has increasingly come into the rocky realm of scrutiny and analysis, even change." In the same study it is pointed out that student teaching with the traditional form of supervision has been described as becoming increasingly ineffective and impossible for all who are involved.

Statement of the Problem

The researcher has been concerned about home economics college supervisors providing ways to give the home economics cooperating teachers major responsibilities for the home economics student teacher during the student teaching period. This concern led the researcher to the problem of identifying student teaching competencies and identifying those selected student teaching competencies which cooperating teachers and cooperating school systems could assume as their major responsibility in guiding student teachers toward developing during the student teaching experience. The researcher was, also, concerned with identifying innovative techniques that might help the home economics cooperating teacher and the cooperating school principal assume major responsibility toward aiding the home economics student teacher develop the selected competencies during the student teaching phase.

Significance of the Study

Numerous plans and ideas for conducting the program of student teaching are found in the professional literature and research dealing with teacher education. Each plan stipulates its specific theories, objectives, and purposes. With the variety of plans available there is still much disagreement; at the same time, a commonality is also found, namely, a belief in the importance of the student teaching programs. In his study, The Education of American Teachers, Conant (1963, p. 53) states that ". . . before being entrusted with complete control of a public school classroom a teacher should have had opportunities under close guidance and supervision actually to teach." In the history of student teaching there has never been so much emphasis placed on the

importance of those who supervise the student teachers. In a publication by the National Education Association (1966) the committee indicates that the neophyte should begin to apply his learnings from the college classrooms under the helpful guidance of a well-educated, experienced, and successful teacher.

Perdew (1966) states that for change to become programs and for student teaching to become more effective, the full cooperation of the secondary schools and colleges and a fundamental review of the purposes, roles, and responsibilities are imperative. Increasingly public schools have been requesting the opportunity to include the teacher education segment as one of their high-priority functions. New mechanisms, new structures, and new roles are being developed in teacher education programs. A fundamental rearrangement of the responsibilities will give to the public schools the roles they have been requesting in the total teacher education program.

Key words in teacher education seem to be innovation and change. Unparalleled opportunities are being presented to the college supervisors of student teachers and, as a consequence, the role of the cooperating teacher will be affected. Olsen (1966) points out that the college supervisor, the cooperating teacher, and the student teacher must behave differently as a result of the innovation and change.

Most educators recognize -- at least verbally -- the importance of student teaching in the teacher education program and the central responsibility of the cooperating classroom teacher who supervises the student teacher. They differ widely, however, on how these vital elements fit into the whole program of teacher education. The problems seem to stem from a lack of clarity of roles; ill-defined procedures for

establishing and implementing student teaching programs; and confused functions and lines of responsibility for both individuals -- the college supervisor and the cooperating teacher --, as well as the role of the cooperating school involved in the student teaching experiences.

Neal, Kraft, and Kracht (1969) believe that the college supervisor is able to help the cooperating teacher to understand and to assume the major responsibilities in the student teaching situation, provided there has been a planned training program for the cooperating teachers in the student teaching competencies.

It has been suggested by Inlow (1956) that the school administrators, the college supervisors, the cooperating teachers, and the student teachers comprise a team working toward the common goal of improving instruction in the public schools. This joint cooperation could result in bringing the public school systems and the college teacher education departments a little closer together in facing the problems which confront them -- the identity of each of their roles in the student teaching situation. According to the 1967 publication of the National Education Association, student teaching is one part of professional preparation which should be shared by the public schools (the principal, the cooperating teachers, and the top administrators) and college supervisors from institutions of higher education, with clear-cut lines of responsibility. But today those lines are not clear-cut. Therefore, this study could give direction as to a) competencies educators agree cooperating teachers could assume and b) ways of teaching cooperating teachers these competencies, as well as the delineation of roles of college supervisors, cooperating teachers, and school principals.

Objectives of the Study

The objectives of the study are:

- (1) To review the literature and research in the areas of supervisory procedures; roles of college supervisors, cooperating teachers, and public school principals in the student teaching programs; student teaching competencies; in-service education; innovative techniques; and instrument development.
- (2) To identify student teaching competencies which the three groups of educators -- Home Economics College Supervisors, Home Economics Cooperating Teachers, and School Principals -- believe cooperating teachers could assume as their major responsibility in guiding the student teachers toward developing during the student teaching period.
- (3) To identify methods and techniques which the three groups of educators -- Home Economics College Supervisors, Home Economics Cooperating Teachers, and School Principals -- believe had been most effective in helping prepare cooperating teachers in guiding the student teachers in developing the selected competencies during the student teaching period.
- (4) To identify techniques which the three groups of educators -- Home Economics College Supervisors, Home Economics Cooperating Teachers, and School Principals -- believe should be implemented which would help prepare cooperating teachers to become more competent in guiding

the student teachers in developing the selected competencies during the student teaching period.

- (5) To identify roles which the three groups of educators -- Home Economics College Supervisors, Home Economics Cooperating Teachers, and School Principals -- believe they could assume in guiding the student teachers toward developing the selected competencies during the student teaching period.
- (6) To formulate recommendations for innovative techniques for assisting the cooperating teachers in developing proficiency for assuming the major responsibility in guiding the student teachers toward developing competencies during the student teaching period.

Basic Assumptions of the Study

The researcher accepted the basic concepts of the theoretical assumptions concerning the roles of the cooperating teachers and the college supervisors, as stated in Monson and Bebbs (1970, p. 45). The assumptions adopted for the study are as follows:

The cooperating teacher:

- the 'key' person in the actual 'on-the-job' supervision.
- the most logical position to provide continuous, specific, and individualized help to the student teacher.
- the professional person who can acquire skills, concepts, attitudes, and understandings in supervision and is willing to assume roles which will require them to teach the student teachers the competencies of student teaching while they are in the public school.

The college supervisor:

- the supervision of student teachers is time consuming.
- the one-to-one relationship demanded by the present scheme of supervision is not the most efficient use of the college

supervisor's time.

--the college supervisor can be more influential in improving the quality of student teaching experiences by teaching the cooperating teachers how to teach the competencies that student teachers should be developing while they are in the public school situation (Monson and Bebb, 1970, p. 45).

Other basic assumptions for the study are:

- (1) Specific student teaching competencies can be identified through an opinionnaire and home economics cooperating teachers can assume the major responsibility for developing competencies during the student teaching experience.
- (2) A questionnaire will identify a variety of innovative methods and techniques for helping to assist the home economics cooperating teachers in assuming major responsibility for the selected competencies during the student teaching experience.

Delimitations of the Study

The study was limited to a random sample of 26 Home Economics College Supervisors, 26 Home Economics Cooperating Teachers, and 26 School Principals who were representative of 13 of the 14 land-grant institutions in Regions VI and VII, as defined by the Department of Health, Education, and Welfare. Oklahoma State University was eliminated from the random sample population for the study; the panel of judges was composed of five Teacher Educators, all from Oklahoma State University, and 5 Cooperating Teachers, and 5 School Principals involved in the student teaching phase for Oklahoma State University Department of Home Economics Education, 1971 fall semester.

The opinionnaire developed by the researcher was based on the document published as a result of the 1966 seminar entitled Home Economics

Education Objectives and Generalizations Related to Selected Concepts.

The document represented agreement among selected home economics teacher educators concerning conceptual structure which defined common learnings appropriate for the home economics professional undergraduate curriculum (Kruetz and Anthony, n.d.). The opinionnaire was developed by the researcher and was used for the first time with the panel of judges; one must keep in mind that the human error element was present during the development of the opinionnaire. Data obtained from the opinionnaire was limited to the opinions of home economics college supervisors, home economics cooperating teachers, and public school principals in the identification of the specific student teaching competencies which cooperating teachers should assume in guiding the student teacher toward developing the competencies during the student teaching experience. The second instrument, a questionnaire, was also developed by the researcher and had not been used until it was mailed to the sample population; again, the human error element was present during the development of the questionnaire. Data obtained from the questionnaire was limited to methods and techniques that have been most effective, techniques that the three groups of educators believe should be implemented, and the roles the three groups of educators believe they should assume in guiding the student teachers in developing the competencies during the student teaching experience. The data obtained for the study was limited to two instruments -- the opinionnaire and the questionnaire.

Definitions of Terms

Definitions are given to form a frame of reference for the reader and to give the reader a common understanding of the terms used; a

brief description of each term is given:

The College Supervisor: is the university or college teacher educator who is responsible for the supervision and evaluation of home economics student teachers for certification.

The Cooperating Teacher: is the secondary home economics teacher in the public schools who is given the responsibility for the supervision, guidance, and evaluation of the student teacher from the university or college during the student teaching period of the teacher-education program.

The School Principal: is the secondary school principal of the cooperating public school.

The Student Teacher: is a senior regularly enrolled in a Home Economics Teacher Education program that meets the requirements for home economics certification.

The Cooperating Public School: is a secondary public school, selected by the Home Economics Education Units of the land-grant institutions of Regions VI and VII, which provides home economics programs as a part of the curriculum. The school has agreed to furnish professional student teaching experiences for the home economics student teacher.

Competence: is a behavioral outcome of the educational preparation that the individual should attain and which is considered essential for the performance of the various roles of the home economics teacher.

Opinion: is a belief not based on absolute certainty and positive knowledge but on what seems true, valid, or probable to one's own mind: a judgment.

Procedures

A simplified version of the procedures employed to accomplish the objectives of the study follows:

- (1) The researcher reviewed literature and research related to the areas of supervisory procedures; roles of cooperating teachers, public school principals, and college supervisors in the student teaching programs; student teaching competencies; inservice education; innovative techniques; and instrument development.
- (2) A letter explaining the study was mailed to 13 of the 14 Chairmen of Home Economics Education Units of land-grant institutions in Regions VI and VII inviting their participation by sending the names and addresses of Home Economics Cooperating Teachers, Public School Principals, and Home Economics Teacher Educators involved in off-campus student teacher supervision for Fall Semester, 1971. (see Appendix A).
- (3) The opinionnaire was developed by the researcher to identify the student teaching competencies that the Home Economics Teacher Educators believe Cooperating Teachers and Cooperating School Principals could assume as their major responsibility in guiding the student teacher toward development of selected competencies during the student teaching experience.
- (4) The opinionnaire, also, was developed to identify the student teaching competencies that the Cooperating Teachers and Cooperating School Principals believe each could

assume as her or his major responsibility in guiding the student teacher toward development of selected competencies during the student teaching experience as opposed to the College Supervisor assuming the responsibilities for the competencies.

- (5) A panel of judges composed of three Home Economics Teacher Educators, one Agricultural Education Teacher Educator, a Director of Student Teaching, five Cooperating Home Economics Teachers, and five Cooperating Public School Principals tested the instrument and made suggestions for revision prior to the instrument being mailed to the randomly selected sample for the research study.
- (6) The opinionnaire was revised according to suggestions judged to be feasible that were received from the panel of judges.
- (7) The revised version of the opinionnaire was mailed to the randomly selected sample of 26 Home Economics Cooperating Teachers, 26 Cooperating Public School Principals, and 26 Home Economics Teacher Educators responsible for off-campus supervision; each opinionnaire was coded by number for the purpose of follow-up (see Appendix B). A cover letter accompanied the opinionnaire which briefly explained the purpose of the study. A self-addressed, postage-paid envelope to the investigator was included to facilitate returns from the participants in the research study. Follow-up postal cards were mailed to those

participants who had not responded by the end of ten days after the first instrument was mailed (see Appendix B).

- (8) A cumulative frequency count from the three groups of educators was made for each of the 58 competencies on the opinionnaire by combining numbers 5 and 4 (agreement) and numbers 3, 2, and 1 (disagreement). The cumulative frequency count for the two cells for each statement were changed to percentage responses. Only those statements receiving agreement of 90 percent or higher were selected as the competencies used as the basis for developing the second instrument.

A 2 x 3 chi square was run for each statement combining 5 and 4 (agreement) and 3, 2, and 1 (disagreement) identifying a) statements that were not significantly different in agreement and b) statements that were significantly different in agreement at the .05 level of confidence by the three groups of educators.

- (9) The second instrument, a questionnaire, was developed by the researcher. The questionnaire consisted of 15 competency statements that the cooperating teachers could assume major responsibility in guiding the student teacher toward developing during the student teaching experience. The list of competency statements receiving a cumulative average agreement of 90 percent or higher from the three groups of educators was used. After refinement by the panel of judges and the researcher, the

instrument was used for the first time with the 52 educators who responded to the opinionnaire. The questionnaire was developed to identify methods and techniques that the three groups of educators believed had been most effective in helping the cooperating teachers guide the student teacher toward developing the selected competencies during the student teaching experience (see Appendices F, G, and H).

The sample population of the study were, also, asked to identify the techniques that the three groups of educators believed could be implemented to help prepare the cooperating teachers to assume major responsibility for guiding the student teachers toward the development of the competencies, as identified by the first instrument, during the student teaching period.

The Home Economics Teacher Educators were asked to predict what they see as their supervisory role in the student teaching phase of the teacher education program in the future. The Home Economics Cooperating Teachers and the Cooperating School Principals were, also, asked to identify how each perceives her or his supervisory role in the future during the student teaching phase of the teacher education programs.

- (10) Parts one and two of the second instrument, a questionnaire, identified those methods and techniques which the three groups of educators believed had been most effective in preparing the cooperating teachers to assume responsibility

for development of the competencies by the student teachers during the student teaching experience. The second section of part two identified those techniques which the three groups of educators believed ought to be implemented to help the cooperating teachers become more competent in guiding the student teachers toward the development of the competencies during the student teaching period. The responses were hand tabulated and analyzed by the researcher.

Responses to the subjective question composed part three of the questionnaire. The researcher selected KEY phrases that were used to analyze data received from the responses given by the three groups of educators (see Appendices I, J, and K).

- (11) Following the analysis of the data, a summary, conclusions, and suggested recommendations were made including innovative techniques, for helping to prepare the cooperating teachers in developing proficiency for assuming the major responsibilities for guiding the student teacher toward the development of each competency during the student teaching experience.

Summary

The significance of the study has been presented in this chapter, followed by the statement of the problem and its objectives. A description of other pertinent information and an outline of procedures has been included. Chapter II contains a review of literature related to

areas of supervisory procedures; roles of college supervisors, cooperating teachers, and cooperating school principals who are involved in the student teaching programs; competencies for student teaching; innovative methods and techniques; in-service education; and instrument development. Chapter III includes a more detailed description of the procedures and methods followed by Chapter IV which presents the analysis of data. The summary, conclusions, and recommendations are presented in Chapter V.

CHAPTER II

REVIEW OF LITERATURE

Role of Supervision

Supervision! What does it mean? What is it? Eye and Netzer (1965, p. 12) offers a definition of supervision that could serve as a catalytic agent in the development of a supervisory program that would be consistent and comprehensive:

Supervision is the phase of school administration which deals primarily with the achievement of the appropriate selected instructional expectations of educational service.

Eye and Netzer (1965, p. 13) further identified three basic assumptions upon which the definition is based:

1. Supervision is a phase of administration.
2. Supervision is that phase of administration which has particular pertinence for the expectations (products) of teaching and learning activities.
3. Supervision is concerned with the selectivity of instructional expectations.

The definition and the assumptions seem to give clarity and precision of meaning for strengthening supervision, as well as presenting a frame of reference from which to adapt a design and implement a plan of action.

Supervision consists of a set of highly complex behaviors, which requires the individual to have special skills, understandings, and knowledge. Broadly speaking, supervision is undertaken for the purpose of helping the student teacher and the cooperating teacher to grow

professionally as much and as rapidly as possible in the time available (Olsen, 1966).

Olsen (1966) suggests that the student teaching phase draws upon the entire range of content of the teacher education program. In most teacher education programs, the students' experiences are found, most frequently, to take place within the confines of the campus. Therefore, the off-campus experience of student teaching calls for the college supervisor, cooperating teacher, and the public school administrator to realize the importance of cooperation and the development of a partnership in this phase of the students total experience.

The key word in teacher education must be innovation. Unparalleled opportunity lies on the threshold for the college supervisor of student teachers. Clearly, innovations in the teacher education programs must directly affect the cooperating teachers and the student teachers. As programs for teacher education are designed for implementation, Olsen (1966) suggests the teacher educators and the products (cooperating teachers and student teachers) must behave differently from what they would have had not the innovation been introduced.

Closer school and college relationships are imperative. New mechanisms and new structures are being formed. New roles and a fundamental rearrangement of responsibilities are identified by the new structures. The public schools are accepting the fact that they must include the teacher education segment as a primary high-priority function (Sands, 1965). Student teaching in the old form is becoming increasingly ineffective and impossible.

Sands (1965, p. 31) brings to our attention these facts:

Significant discoveries are being made about people and learning -- discoveries that emphasize the vast range of

differences among and within individuals and point to the great variety of ways in which people can learn. At a time when there is so much to be learned, and so urgent a need for such learning, we must create new teaching methods and adapt old ones to accelerate and enrich the teaching-learning process.

Bennie (1966) emphasized the terminology change from practice teaching to student teaching caused the philosophy, also, to change, that is, the individual is a student of teaching. No longer is he practicing what he has been taught but has been placed in a situation that should encourage him to experiment, to probe, to inquire, and to learn for himself how the theories that were previously taught, in the sterile college classroom, operate in an actual classroom situation. This can and should be done under the watchful and helpful assistance of the cooperating teacher in whose classroom the student teacher is experiencing his first teaching.

Using the secondary schools for the student teaching experiences opened wide a myriad of possibilities for laboratory experiences. Bennie (1965) further states that administrators, who agreed to enter the student teaching phase of teacher education, indicate that their administration will furnish high-quality supervision through its teaching faculty and a willingness to cooperate with the supervisors of the teacher education institution.

Eye and Netzer (1965, p. 29-30) state:

There is a directional consideration in the concern for the total of the processes of supervision. This concern is expressed in terms of those characteristics which imply operational balance.

... the characteristics (for operational balance) were selected because of their appropriateness for maintaining balance in the multifarious tasks of the supervisory processes. They are: perceptivity, autonomy, relativity, flexibility, and creativity.

A list of characteristics of an operation may be developed but usually it is recognized that any one characteristic cannot be dominate for all of the behaviors. . . . Each characteristic . . . carries a different weight in influencing the behaviors involved in achieving any component or any combination of components at any particular time.

What, then, is the purpose of supervision? It would seem that it should be an attempt to modify the behaviors of individuals. Nevertheless, as a result of supervision, it could be expected that the college supervisor or the cooperating teacher should motivate the student teacher "to do or say something differently than he did prior to supervision" (Koran, 1969, p. 754).

The updating of present supervisory needs is most easily accomplished by abandoning the "production-line concept" of the school -- that is, thinking of the school as a factory which has uniform products rolling off an assembly line on a fixed schedule. The proper focus of supervision as environmental rather than personal appears to be pertinent.

Supervision is an institutional function generated by a constellation of inter-dependent roles. It is simultaneously a psychological and a sociological phenomenon with the individual supervisor's perception of related but different roles significantly conditioning his own self-image. But what is still needed is a conscious reconstruction of the supervisory roles around the facilitation of inventiveness (Koran, 1969).

Franseth's (1961, p. 5) major concern appears to be with improving interpersonal practices. "Good supervision, or good instructional leadership, is a helping kind of activity; a good supervisor is a consultant, a resource person, a coordinator, one who helps a school staff reach their objectives." Franseth continues to designate as supervisory

certain other activities which are not all directly aimed at improving interpersonal skills. These include such behavior as helping students, student teachers, and cooperating teachers get the information they need, giving demonstration lessons, cooperative teaching between student teacher and cooperating teacher, observing students to increase effectiveness of the classroom teacher (student teacher or cooperating teacher), and utilizing individual conferences to help the teacher function better. Thus, Franseth does see the supervisor involved with subject matter and methodology, but the primary focus appears to be interpersonal.

The basic factor in supervision is interpersonal relationships. The success of the supervisory process is contingent on the establishment of productive interpersonal relationships between the supervisor and supervisee. The focus on improving interpersonal practices is exemplified by Wiles (1967), who perceives supervision in terms of skills in human interaction, group processes, leadership, personnel administration, and evaluation. Leadership "is any contribution to the establishment and attainment of group purposes" (Wiles, 1967, p. 23). Thus leadership refers to interpersonal skills utilized to achieve the purposes of the organization of the supervisory practices.

Guided by a perceptive administrator, cooperating teachers involved in the teacher education programs can make clear their assumptions and generally come to accede to acceptable compromises about their roles and responsibilities (Wiles, 1967). Wiles further states the pragmatic philosophical point of view has influenced American Education in the years spanning the post Civil War -- World War II period. It placed basic responsibility in this world, where men could sense it and make

plans to accept it. It relies on scientific method as a means of increasing knowledge. Experience is a function of doing things in an environment. The doing is the source of pleasure and constitutes the act of learning. Men can and do help create environments and then are thus responsible for them because they can and do change them.

The literature seems to be in agreement regarding the purposes of supervision,-- it consists of a set of highly complex behavior; requires individual to have special skills, understanding, and knowledge; and ability to focus on the interpersonal relationships. However, as one continues to review the literature, it does become more evident that there is disagreement regarding the roles of the college supervisor, the cooperating teacher, and the school administrator in the supervision of student teacher aspect of the teacher education programs which will be identified later in this chapter.

Role of College Supervisors

The most serious concern of the college supervisor is the lack of a definite description of his job (Pfieffer, 1964). The term itself is of little help, even though, "college" indicates the level at which he will work, and "supervisor" brings forth such descriptive terms as inspector, director, teller, evaluator, and even "snoopervisor." Even in higher education circles the term supervisor has little meaning outside of the student teaching field.

One of the major responsibilities of college supervisors is concerned with teaching on a one-to-one basis, since she usually observes the student teacher in the classroom and endeavors to help the student teacher analyze her behavior and to help her make plans for professional

growth. Certain questions come to mind and need to be given consideration to realize the full impact of this challenge: How does learning in a direct experience differ from learning in a theoretical or simulated setting -- the college classroom? In what ways have pre-service professional courses prior to the student teaching experience prepared the student teacher?

Probably the question at stake is "why should the university provide personnel to supervise student teachers assigned to the cooperating public schools" in the student teaching phase of the teacher education programs of institutions of higher education? Pfeiffer (1964) has indicated, on the surface, that the answer seems obviously simple -- to furnish direction and critical evaluation. But recent surveys conducted among personnel (college supervisors, cooperating teachers, public school administrators, and student teachers) associated with the student teaching aspect of the teacher education programs have revealed that direction and critical evaluation are not the basic roles desired of college supervisors (Pfeiffer, 1964).

Leonard (1965) indicated that the college supervisors in off-campus student teaching programs, not only observe, visit, and confer with student teachers but sometimes visit and give assistance to cooperating teachers who are graduates of the college that employs the college supervisor. One of the most important roles played by the college supervisor is that of providing support for both the student teacher and the cooperating teacher. She provides support by helping the cooperating teacher understand the purposes of student teaching and the kind of expectancies the college has for her responsibilities as well as for the experiences expected for the student teacher. The college

supervisor serves as the link between the college and the public school in which the student teacher works according to Inlow (1956) and Neal, Kraft, and Kracht (1969). However, Neal, Kraft, and Kracht continue by emphasizing that their research suggests that the visits of the college supervisor help to maintain unity of action in the overall task of teacher preparation. They further identified a second function -- the college supervisors' showing genuine interest in the student teacher's success. The college supervisor can inspire the student with the rewards of teaching and guide him into a gratifying career. They further suggest that the college supervisor can aid the student teacher to take full advantage of this single most important experience during his preparation for teaching.

Since the student teacher is assigned to the cooperating public school by the university, he remains a direct responsibility of the university. Delegation of the day-to-day supervision of the student teacher to the cooperating teacher does not free the university from the responsibility for personal contact with the student teacher (Neal, Kraft, and Kracht, 1969).

Another role identified by the same authors for the college supervisor to attempt to work toward is the team approach. Cooperating teachers, cooperating college supervisors, cooperating public school principals, and student teachers do comprise a team that could work toward the common goal of improving instruction in the public schools. This joint effort could result in bringing the public school systems and teacher education institutions a little closer together in facing the problems that confront them. With the college supervisor only able to visit the centers two or three times per student teaching period, there

is some lack of continuity, but the team approach would help to reduce the lack of continuity.

Monson and Bebb (1971) has identified many roles for the college supervisor to exhibit; in order for her to do so, there is need for some type of in-service education. In-service education programs will help the public school administrators and the cooperating teachers, as well as the student teachers understand, accept, and work within the framework of these roles cooperatively and democratically. Perhaps through such a training program cooperating teachers and cooperating school administrators will be able to accept that there is status in working with the prospective teacher.

The concerns the college supervisor has of his role looms paramount in today's society of change. Of all the positions in teacher education today, that of the college supervisor is the one most under attack for being redundant and therefore unnecessary. If some critics of present day teacher education had their way, the role of the college supervisor would be eliminated (Smith, 1964). This may be an exaggeration, but there is enough turmoil erupting about teacher education programs to carefully and systematically evaluate the role to see if it is a defensible and necessary position in the program of teacher education or at least whether a redefinition of the role is needed (Monson and Bebb, 1971).

Crosby (1969) believes that the college supervisor, to survive, will need to shape for himself a new role, one that will require new concepts, new skills, and new relationships. The old service concept will and must survive, but only in a new context. Now is the time for college supervisors to create their own militancy, not in self-interest,

but in the interest of the cooperating teachers, student teachers, and students, as well as in the interest of effective educational change. Murphy (1971) says without question the role of today's supervisor is becoming more complex and demanding because it is so closely allied with the intricate processes of curriculum development and human relationships. Therefore, one of the fundamental ingredients for successful supervision is adeptness in human relations.

Crosby (1969) further states that the "new college supervisor" of the future has a powerful resource to build upon, that of the present supervisor who has demonstrated qualities of caring and coping. The generation and implementation of new understandings to meet new demands are organized under three powerful and pervasive concepts: relevance, accountability, and flexibility. A design and implementation plan of action to professionalize supervision must be built upon these concepts.

Curtis (1964, p. 51) writes that:

. . . the college supervisor of student teaching finds himself in a critical position with respect to developing good public relations. Thus, the image of the college that is developed by the college supervisor and the student teacher is the one that the cooperating school accepts.

Therefore, the college supervisor finds herself faced with another dilemma that dictates the kind of working relationships that she must try to establish with the cooperating teacher and other personnel in the cooperating school, and this in itself may bias the experience and evaluation for the student teacher.

The college supervisor often finds himself trying to satisfy the many demands made upon him by a wide variety of people who really cannot agree on what these demands should be. The college supervisor of secondary school programs may be privileged to supervise in the one or two

subject matter areas in which he feels most secure. In these areas he does discover that he can establish rapport with the cooperating teacher and the student teacher by revealing his empathy for their concerns and in making suggestions for the improvement of the involved problems. However, if he finds himself supervising in subject matter fields in which he is uncomfortable, he soon discovers that he and the cooperating teacher, as well as the student teacher, may not be able to establish a working relationship. This brings up another question for consideration: Might certain conflicts be avoided if the cooperating teacher becomes the subject matter specialist and the college supervisor the specialist in the teaching-learning process and in teaching others to teach (Pfieffer, 1964)?

The college supervisor is called upon by the public school officials to try to be all things to all people, a role he obviously cannot fulfill. The ability of the college supervisor to establish good working relations with the student teacher and with the cooperating teacher is an important, yet very difficult, role to assume. This may evolve because of the lack of clarity in the role of the college supervisor. The cooperating teacher is looking for someone who can help with any type of difficulty arising from student teaching. However, this help is desired only if it stops short of disrupting established routines, of bringing up controversial issues, of challenging the image of effective teaching which the cooperating teacher has for herself. When the cooperating teacher does not wish her routine changed, the provocative college supervisor may become a threat (Curtis, 1964).

The novice college supervisor discovers very early in his position that school administrators, teachers, students, and others expect him to

be a walking encyclopedia of knowledge about the institution he represents. If he gives the time necessary for the answering of the many questions, does he have enough time available for his major concern -- supervision of the student teacher? The public relations avenue that is needed between the cooperating school and the institution has at times pressured this role to consume a major portion of the college supervisor's time. This pressure adds another dimension to his present dilemma (Pfieffer, 1964).

The work load and the criteria used to arrive at the assigned load provide another major concern for the college supervisor. The two major factors that are involved in the problem are the organization of the student teaching program and the concept of the supervision held by his immediate superiors. A facile formula for determining the full load of a college supervisor does not exist; therefore, one does not find uniform work load within or among institutions. Today with the rising costs of education, the administrators are beginning to get more concerned with how many students one professor can effectively teach at one time. Therefore, the one-to-one relationship that the college supervisor has with the student teacher is being questioned more and more (Cumming, 1970).

Another major factor in the dilemma concerning the role of the college supervisor is the traveling that he must do from his home base to the student teachers. The expense, energy, and the distance need to be given much consideration. The accident risk is very high, and his position is an occupational hazard. The infinite amount of red tape that he must go through when applying for the reimbursement as well as the other petty restrictions are, in many states, time consuming and

belittling. Even though this red tape applies to all of the faculty who do any traveling, the amount of traveling done by the college supervisor changes minor annoyances into a major complaint (Pfieffer, 1964).

Pfieffer (1964) states that in the college hierarchy the position of the college supervisor often lacks status. He asks how many full or associate professors in contrast to the assistant professors and instructors are engaged in supervision of student teaching? He states -- graduate schools that are continuing to use doctoral candidates to supervise student teachers are helping to underrate the importance of the responsibility and creating an attitude toward the job which will be most difficult to overcome. He states in many cases when the doctoral candidate has course requirements of his own to accomplish, he neglects the student teachers which helps others to form opinions about the position and its value to his superiors. Murphy (1971) for a national study group expressed much surprise when she found individuals with doctorates supervising student teachers indicating the stereotype that some individuals have of the person who does desire to work with the cooperating teachers and student teachers. The college supervisor who works on a one-to-one basis with the student teacher may come closer to his teaching objectives than the lecturer in the classroom. Some of the most significant achievements of teachers may be accomplished in the one-to-one situation.

Some of the factors calling for a redefinition and clarification of the role of the college supervisors have been pointed out by Murphy (1971, p. 50):

One of the fundamental problems is that teachers do not always view supervision as focusing on the teacher-learning process. This is particularly important when one considers that research supports the fact that teachers want

supervision that will help them obtain the most desirable results in attacking and solving instructional problems.

Success comes when a teacher is free to experiment -- to grow. If the supervisor can liberate the teacher so she can evaluate herself and make the best of her potential, the supervisor has arrived.

In educational terms, this model suggests that the function of a supervisor is primarily to monitor and to work with teachers toward effective achievement of predetermined needs.

Progressive education, group dynamics, psychology, and mental health concepts have all had their influence in changing the focus. . . . recent and probably most promising shift can be referred to as the 'area of feedback'.

Swearingen (1962, p. 151) has stated on the basis for this new feedback era:

In a culture which expects change, but also prizes the familiar, value dilemmas are inevitable. Since choices are possible, decision making is a necessity. . . . Change must be based on evaluation and advance must consider the contingencies in specific situations.

The supervisor must possess a basic understanding of the school as a social institution within a community and the role expectancies for those in supervisory positions. A man does not become an expert simply by calling himself one; neither does a person become an effective supervisor merely by assuming or receiving the title. Murphy (1971, p. 51) continues to remind us that "a supervisor must be a diplomat, a politician, and one who knows the proper chain of command in order to be a real factor in effecting change."

Role of Cooperating Teachers

Most educators recognize -- at least verbally -- the importance of student teaching in the teacher education program and the central responsibility of the cooperating teacher who supervises the student

teacher. They differ widely, however, on how these vital elements fit into the whole program of teacher education. The problems seem to stem from a lack of clarity, ill-defined procedures for establishing and implementing student teaching programs, and confused functions and lines of responsibility for both individuals and groups involved in student teaching.

Hicks (1969, p. 153) points out:

In most teacher education programs, the two segments that relate most closely to the actual day-to-day classroom performance of the prospective teacher are the methods courses and the student-teaching experience. It is these two parts of the program that deal with the 'why' and the 'how' of classroom instruction; but, unfortunately, in the usual teacher education program they are separate features with very little coordination or cooperation among the instructor of the methods course, the cooperating teachers in the school, and the college supervisor who observes the student teacher.

In many situations, the school administrators in selecting the cooperating teachers, use criteria that are unrelated to the objectives of the institution's teacher education program. It has been discovered according to Hicks (1969) that many cooperating teachers are not committed to the student teaching experience as a learning situation in which their role is to work with the student teacher and to provide the guidance needed to gain insight into good teaching. In fact, some cooperating teachers believe the student teaching experience is an endurance test for the student teacher, whereby he is suppose to learn what it is like to have five classes, four different preparations, a study hall, and lunchroom duty. Others look upon it as a chance to have a substitute teacher, and they vacate the classroom during the student teaching period. Still others dump menial tasks they dislike on the student teacher, without regard for the fact that these may inhibit rather than

help the development of good teaching. It is difficult for them to understand why their student teacher decides that teaching is not for him (Hicks, 1969).

Many cooperating teachers are either unaware of or unfamiliar with innovative teaching strategies and techniques and are thus unable to help the student teachers in experimenting with or implementing such techniques, even though the methods course instructors may be encouraging them to do so during the student teaching period. A perpetuation of limited teaching styles and a frustrating conflict between what the student teacher learns in his teaching methods course and what he is required or permitted to do during his student teaching experience exists (Hicks, 1969).

Leeper (1960) suggests that despite the fact that student teaching must be a cooperative endeavor, in many cases the personnel in colleges and universities, public schools, professional organizations, and state departments of education who are most concerned and involved are not working closely enough together. Some colleges and universities develop programs and merely notify the schools of their plans, instead of cooperatively planning the programs; others turn the whole enterprise over to the public schools. In both instances, the key people involved in implementing the programs have not had a part in formulating them. Therefore, these instances tend to cause cooperating teachers to wonder exactly what their role is in the student teaching phase of the teacher education program.

Research has suggested several ways in which it is possible to help the cooperating teacher to realize his importance to the student teacher during his experiences in the public schools. Ashmore (1953) discovered

that the one thing that is of prime importance, and apparently overlooked in so many cases, is whether or not the cooperating teacher is a "good" cooperating teacher. Ashmore (1953) states he can take the student teacher through a series of successful teaching experiences and leave the student with a clear idea of what good teaching is, of the importance of planning, executing, and evaluating, and with the competence and confidence needed to launch a successful teaching career.

Ashmore (1953) suggests one does not find much concrete material on actual pre-service and in-service training of the cooperating teacher. In current research articles this seems to still be true; this is still a very serious thing as it has been pointed out that, in the final analysis, the cooperating teacher is the one who most influences the student teacher. The cooperating teacher is with the student teacher constantly during the student teaching period; she helps the student teacher adjust to the new situation; she helps the student teacher plan for subsequent experiences; she supervises the actual teaching; and she usually sends out a young teacher who, in many cases, is going to teach very much as the cooperating teacher did.

This seems to suggest that if the desire is to have the kind of cooperating teachers who will become committed to helping student teachers, then more time should be spent in training these cooperating teachers so that they can competently perform their duties. McAulay (1960) reminds us that we cannot simply select promising cooperating teachers, place a student teacher with them and hope there will occur a propitious learning experience. Teacher education institutions should proceed to equip them adequately for their task. With such a plan, their roles will be defined by clear-cut lines and they will understand their

importance in the student teaching phase of teacher education programs.

Hicks (1969) tells of a teacher education inservice program that involved cooperating teachers in the planning and directing of the program. It had been anticipated that they would become more amenable to change and experimentation and more committed to the goals of the program, and thus better able to make the student teaching experience a rewarding one for the student teachers, as well as for themselves.

Hicks (1969, p. 157) in writing about the inservice teacher education program revealed some of the features of the program generally agreed to have been the most successful:

The cooperating teachers and the college staff developed a common understanding of the responsibilities of the cooperating teacher and of the college supervisor. The cooperating teachers became more aware of what the instructor was attempting to accomplish in the methods course; and the methods instructor, more aware of what skills and knowledge cooperating teachers expected of student teachers. The cooperating teachers gained knowledge and understanding of current movements in the several fields of study, and consequently they were more open to innovation and experimentation than they might otherwise have been. Finally a real sense of cooperation developed among those primarily responsible for the training of prospective teachers, a cooperation that should lead to improvement in the total teacher education program.

Generally, student teachers seem to be greatly influenced by their cooperating teachers in methods of teaching, techniques of classroom housekeeping, and relationships with students. The methods and techniques learned from a cooperating teacher seem to give security and initiative to the young teacher during the first weeks of teaching while she adjusts her own personality to her individual situation, discovers those teaching methods most efficient for her, and adapts to the philosophy of the school system in which she is working. Student teaching experiences seem to have more influence on the methods, techniques, and

materials used by the beginning teacher than do college education courses. Therefore, it is the responsibility of the teacher education institution to plan some kind of inservice education programs for the cooperating teachers of all disciplines. This provides the aid necessary for the cooperating teacher to competently accept this major responsibility during the student teaching period of the total teacher education program.

Alexander (1970) identifies another of the cooperating teacher's roles in this way -- the cooperating teacher, who has consented to have student teachers, has also consented to relinquish his classes to another instructor, with the disadvantages as well as with the many advantages that accompany such a change. He needs to devote additional hours to conference with the student teacher and with the college supervisor; to devote extra time to such paper work as is necessary in the evaluation of unit and daily lesson plans; and to give time to the total or partial classroom supervision of the student teacher. The professional person willing to accept these responsibilities should have opportunities for growth and enhancement of skills necessary in successfully completing such a process.

Student teachers are just a step away from becoming certified teachers. All and any educational experiences that the cooperating teacher can afford these individuals are recommended and encouraged. Both the teacher education institution and the student teacher appreciate the role that the cooperating teacher plays as she accepts the major responsibility for helping the student teacher develop the student teaching competencies during that period of time.

Role of Cooperating School Principals

Supervision is a service particularly concerned with instruction and its improvement. It is directly concerned with teaching and learning and with the factors included in and related to these processes -- the teacher, the student, the curriculum, the instructional materials, and the socio-physical environment of the situation.

Administrators have the same aims and objectives as supervisors, but indirectly so. In other words, administrative functions are concerned primarily with the material facilities and the operation of the schools; supervisory functions are concerned with improving the learning situation.

The public school administrator, the principal as a supervisor, should help to inspire teachers and help them to rise above themselves, but he should not and cannot depend upon inspiration alone to solve the problems which teachers face as they accept the responsibility as a cooperating teacher in the teacher education programs. One of the integral roles the supervisor should assume and should be able to demonstrate is the evolving concept of the democratic ideal -- belief in the common man, recognition of the dignity and worth of individual differences as well as the similarities, and assumptions of authority by consent of the group (Adams and Dickey, 1953).

In a democratic program, the principal aids cooperating teachers in looking critically at themselves and at the teaching-learning situation in which they find themselves involved with the student teachers. In addition, the school principal assists cooperating teachers to appraise constructively the educational experiences and activities provided and directed by the student teacher to achieve his objectives. To realize

the desired results, cooperating teachers, cooperating school principals, and college supervisors should combine their efforts through the utilization of the best educational methods.

Hetenyi (1969) reminds us just how powerful an individual the cooperating school principal is in student teaching programs. He is the first screening agent for cooperating teachers; and should he decide that his special interests are not well served by a given program, he makes no secret of his negative reactions. However, in contrast, these powers of the cooperating school principals can also operate positively. Hetenyi (1969, p. 109) states:

Adequate preparation in faculty meetings does wonders to draw forth qualified volunteer teachers who might otherwise shrink into the background. Careful orientation to a reasonable range of duties and easy access to records and auxiliary services can make the lot of the student teacher both pleasant and profitable. The cooperating school principal, through his contacts in the district and his personal connections in other buildings, can provide for student teachers a wider range of experiences than would be possible were they confined to a single classroom.

The cooperating school principal is very much aware of a fringe benefit the school receives through participation in student teaching programs -- the professional growth of his teaching staff. Hetenyi (1969) states these same principals are very much aware of the fact they are gaining a form of inservice education for the cooperating teachers and even for the faculty as a whole. In such a situation the cooperating teachers find ready-made opportunities to once again examine their behavior in light of advances in research and practice (Hetenyi, 1969).

Hetenyi (1969) identifies that recent trends indicate that more of the responsibility for providing a large share of the valuable experience needed in the preparation of teachers is falling heavily on the shoulders of the public schools. One must realize that educating

teachers is a complex activity which is enhanced through more realistic and fruitful activities. This helps to create a relationship between colleges and the public school systems in which these differing organizations live together in a mutually advantageous situation.

Although many writers have written about the cooperating school principals' role in the teacher education programs, Knight and Wayne (1970) still feel that their roles have not yet been clearly defined. There seems to be a dichotomy of ideas that exists -- theory exists only at the university level and practice exists only at the classroom level. They further suggest that if schools of education are to become more effective in preparing student teachers, they must recognize the dichotomy and provide effective leadership in developing cooperative student teaching ventures with the public schools.

Few student teachers do their student teaching in an atmosphere of cooperative planning and direction between the public schools and the schools of education. There is a lack of cooperative ventures even though many programs have recently been developed to improve school-university partnership in education. In those public schools where a cooperative venture has been tried, there have been very favorable reactions. The cooperating school principal found his teachers more receptive to the idea of being responsible for helping the student teachers work toward the development of student teaching competencies. They were aware that the public school and the college or university with whom they were cooperating, were truly partners in teacher education (Knight and Wayne, 1970).

Southall (1971) believes that the school principal is in the best position to effectively set the tone for high quality student teaching

experiences. One of his most important roles is in the selection of the cooperating teachers and giving final approval to all student teachers to be assigned to his building.

According to Southall (1971) the cooperating school principal can best prepare the staff for the coming of the student teachers. He can do this by interpreting the teacher education program to the faculty, students, and parents and by stressing the importance that the school has in preparing future teachers. The principal can continue after his orientation period with the student teachers to give them a feeling of importance and acceptance by such things as inviting them to eat in the faculty dining room, providing them a mailbox, including their names on the faculty routing sheet, and inviting them regularly to faculty, as well as PTA, meetings.

The principal can be the KEY person in the student teaching experience by helping to set the climate for acceptance of the student teachers. He can make suggestions relative to student teachers visiting other teachers in the school to see different teaching methods and other grade and age levels. It is the role of the principal to help student teachers understand the work of the counselor, school social worker, assistant principal, janitorial force, and how their work is all related to the total functioning of the school. In some of the larger schools, the principal may have an assistant who is in charge of the student teaching program for the school, and in that case, the assistant principal would assume the above mentioned duties (Southall, 1971).

Southall (1971, p. 34) says:

... the principal of the school is vitally important to the student teacher, the cooperating teacher, and the college supervisor. Each of these persons plays an important role in

a student teaching program, but the principal has the strategic role.

There is agreement among the researchers that the major role of the school principal is orienting the student teacher to the school system. The literature reminds us that it is vitally important for the teacher education programs to more definitely include the cooperating school principal in the planning of a cooperative program during the student teaching period. If the school principals were to be included in the many ways Southall has described, then the role of the principals in the total teacher education programs would be understood more clearly by all participants.

Competencies for Student Teaching

For a multiplicity of complex reasons, colleges of education around the country are adopting a competency-based model of professional training. So many of the teacher education programs, in the past, have been characterized by piecemeal and obsolete curriculum "innovations" causing teacher educators to grow impatient. According to Woodruff's (1968, p. 238) definition "competency relates to performance and, therefore, to functional qualities as differentiated from inert academic and personal qualities." Colleges of education are re-evaluating their teacher education programs in the light of the competency-based model.

Nash and Agne (1971, p. 147-148) suggests that there are four general assumptions that underlie a competency-based teacher preparation program:

1. The primary purpose of professional teacher training is to produce teachers who possess those specialized techniques, skills, The operative belief here is that good teaching occurs when the trainee has mastered

a welter of carefully specified training protocols that foster these basic skills.

2. Through a series of managerial and instructional units, the teacher trainee is able to achieve the objectives of the teacher preparation program. Basic to these units are modular experiences that will allow the trainee to proceed at a pace consistent with his own interests and abilities. Microteaching, simulation, behavioral objectives, and differentiated staffing techniques are all meant to increase the skill proficiencies necessary for good teaching.
3. The measurable outcome of a competency-based program is the trainee's proficiency in demonstrating his mastery of the requisite teaching skills. By successfully meeting designated, preestablished performance criteria, the trainee is able to demonstrate his ability to step into the classroom as a highly qualified master teacher.
4. All of the above are meant to make teachers more accountable to a client public, because evaluation of teachers is shifted from student input to professional output. If a child fails, it is because the educational system has failed to produce sophisticated equipment and superior performance specialists who can diagnose and remediate learning deficiencies in children.

Nash and Agne (1971) continue in their thoughts related to the competency-based model that there is need for at least two kinds of understanding if the competency-based model is to be used realistically and humanely. First, the need for teacher educators to reacquaint themselves with the new idealism that their students are bringing to teacher education. They seemingly have a desire for a lifetime of human service in a profession potentially capable of effecting widespread personal and social reform. And secondly, the teacher educators must understand the alarming nature of the student charge that a professional training exclusively rooted in competency techniques subverts larger reform notions by reinforcing three kinds of status quo; personal, educational, and social.

A competency-based approach acknowledges a need to gather evidence of the ability of a prospective teacher to behave in specified ways or to carry out the function for which he will be responsible within a school. The prospective teacher is presumed to have attained a competency when he demonstrates an ability or a set of abilities, knowledge, and personal attributes, according to some specified criteria. Competencies, of course, are complex, multidimensional behavior patterns, and each is probably susceptible to measurement (Lawrence, 1971).

Wiles (1967, p. 260) reminds us "there is no body of research evidence on the kinds of competencies teachers need or the type of preparation required to develop teachers with these competencies." The attempt has been made since the 1930's to define the competencies teachers need. Teachers should not be trained entirely by colleges of education; there should be a major portion of the training outside the education department or college. There should be planning with all of the departments participating in the preparation of the teacher; the program will not be the one we need unless this kind of planning is done.

Literature leaves us rather discouraged when it comes to finding research that might help us identify the competencies for which the prospective teacher should strive. In the last thirty-five or forty years educational bibliographies have been replete with studies variously called teacher competence or teacher effectiveness. In 1950, Domas and Tiedemann listed no less than one thousand studies, yet teacher educators were left with a tremendous discontent; either the results are inconclusive, or banal, or applicable in only the most restricted populations. The question keeps coming to mind "What is a good teacher"

as it has for centuries. There is no real answer or criterion for defining a "good" or "bad" teacher. Doctrinaire statements such as "teaching is an art," with the implications that the needed teaching techniques cannot be taught, are based on at least an implicit answer to the question (Levin, 1954).

Levin (1954, p. 98) finds:

- (1) that the concept of the good teacher involves value judgments that ideally make use of research results but are extrinsic to them,
- (2) that operational definitions guide us to a precise meaning of competence, and
- (3) that a conceptual framework aids in setting up hypotheses relating variables about teacher behavior to certain antecedents and consequences of her classroom behavior.

When a college supervisor, principal, or observer is asked to identify for the researcher the characteristics of a good teacher, one is as likely to have among the groups of "goodness" as many different kinds of people as one has frames of reference of identifiers. Then there is little wonder, consequently, that there is little consistency in the results or that the studies have not been replicated.

Levin (1954, p. 101) made a final point that future research must be guided by theory or conceptual framework:

Before relating variables to each other, it is helpful to schematize the classes of variables from which we will develop hypotheses. If we are to adhere to an operationalist philosophy, our measures must be anchored in denotable behavior and must be shareable among observers. Consequently, I have chosen to begin the schematization of the variables with those concerned with the teacher's behavior. These are broadly conceived to mean her behavior in the classroom and in the school, or elsewhere if they involve her in her role as teacher. The teacher actions should be specific enough to be observed with a minimum of inference.

Levin believes that we should not despair in getting research answers to

some of the momentous problems concerning teacher competency-based model. A new view leads us not to expect that one can identify student teacher competencies everyone would agree are good. Rather, good definitions and theory building have led us into little explored avenues.

Competencies for Home Economics Student Teachers

Mallory (1964) tells of the conference called by the Office of Education in February, 1961. The conference was called to consider how a national group might give leadership to re-examining of the home economics curriculum in the secondary schools. The groups considered issues involved in curriculum work at the national level and discussed the question of what kinds of curriculum decisions should be made at the different levels of our political structure.

This conference was then followed by workshops cooperatively sponsored by the Office of Education and selected Colleges of Home Economics. During the summer of 1962, two workshops were held focusing on Family Relationships, and Home Management and Family Economics. Four workshops were held during the summer of 1963 for the following emphases: Housing, Interior Design, Furnishings, and Equipment; Foods and Nutrition; Textiles and Clothing; and Development of Children and Youth. These six workshops were attended by approximately 200 participants -- home economics personnel included state supervisors, city or county supervisors, teacher educators, heads of home economics in higher institutions, high school teachers, and specialists in subject-matter areas. The participants were from all states, with the exception of Alaska, and the Commonwealth of Puerto Rico (Mallory, 1964).

The above six workshops led into a June 1964 conference including four representatives of the Office of Education Staff at a workshop and 31 persons who had been in the previous workshops. This conference was to refine the 1962-1963 workshops' conceptual framework. The basic concepts and generalizations were organized into the following five sections (Dalrymple, 1965, p. 431):

Human Development and the Family
 Home Management and Family Economics
 Food and Nutrition
 Housing
 Textiles and Clothing

Using the basic concepts and generalizations of the 1962, 1963, and 1964 workshops sponsored by the Office of Education and selected Colleges of Home Economics, a seminar of one week in October, 1964 was held at the University of Nevada with 26 home economics teacher educators, representing 24 institutions of higher education in the United States and the home economics staff of the U. S. Office of Education. The group gave undivided attention to the task of delineating major learnings for the preservice level curriculum in teacher education and recommended the competencies preservice home economics education majors should attain. Since time was of essence, the group planned to experiment with the statements in their own institutions in anticipation of future conferences where revisions could be effected. They came out with seven competencies and this part of the document was entitled "A Basic Framework of Competencies and Concepts for Home Economics Teacher Education Programs at the Preservice Level". The seven competencies were:

1. Integrates philosophy of life, philosophy of education, and philosophy of home economics as a basis for thought and action.

2. Identifies and accepts the professional role of the home economics teacher.
3. Establishes and maintains mutually satisfying or acceptable interpersonal relationships in the professional environment.
4. Plans and implements effectively the part of home economics program for which the educator is responsible.
5. Teaches effectively.
6. Uses and participates in research.
7. Co-operates as a home economics teacher-citizen in local and expanded community efforts which have significance for individual and family well-being (Dalrymple, 1965, p. 431).

A conference for further refinement of the curriculum structuring given here was requested for 1966 (Dalrymple, 1965).

In 1966, 36 home economics teacher educators from the various regions of the country agreed to work on the project of refinement of the materials of the 1964 seminar held at the University of Nevada. This seminar was co-sponsored by the University of Nebraska and the Office of Education. In addition, 36 teacher educators not participating in the seminar assisted in the evaluation (Kruetz and Anthony, n.d.). Carano (1970, p. 23) stated that:

. . . basically, the seminars provided what leading teacher educators in home economics believed to be the common elements for (1) curriculum development and instruction at the undergraduate level, and (2) program planning, techniques of supervision and research at the advanced level.

This type of identification of cognitive structure for home economics education was not done to infringe upon the uniqueness of individual programs of the institutions of higher education, but to be used as a basis for organizing teacher education curricula that would contribute to unity of the profession (Kruetz and Anthony, n.d.).

To improve the effectiveness of the student teachers, there must be some agreement as to what are the desired competencies for student teachers. The competencies that resulted from the 1966 seminar co-sponsored by the University of Nebraska and the U. S. Office of Education were used as a basis for the instruments the researcher developed to help to identify the supervisory roles for the teacher educator, cooperating teacher, and cooperating school principal in the supervision of the home economics education student teachers (Kruetz and Anthony, n.d.). The selected competencies required of student teachers may suggest need for inservice education on the part of the cooperating teachers, as well as college supervisors. An inservice education program that teaches how to use innovative techniques may provide the necessary motivation the cooperating teachers need for assuming the major responsibility during the student teaching period.

Innovations and Inservice Education for Cooperating Teachers

Experience with children and young people prior to student teaching has been looked upon as a definite strength and value in the teacher education program. Student teaching becomes only one aspect of the total sequential program. Pre-professional educational experiences and post-teaching experiences have been introduced in several of the Colleges of Education curricula.

Pogue (1969) suggests the possibility of introducing simulation devices that would, in all probability, reduce the student teaching experience and could give greater assurance that desired learnings have taken place. Pogue continues by suggesting that the Science Research

Association Simulated Teaching Packet may have value for promoting in-depth study and reaction to an ongoing classroom situation.

If the student teachers have been exposed to these kinds of techniques then it may well be advisable to develop Simulated Teaching Packets for the cooperating teacher. The individualized independent packets for cooperating teachers would give them a personal experience and more realistically help them to understand the technique. Through the cooperating teacher's understanding individualized independent packets, she may be more willing for her student teachers to experiment with the technique during the student teaching period.

Another innovative technique that seems to be acceptable and desirable for the stimulation and guidance of the change in teacher growth is feedback. MacDonald (1966, p. 6) continues with the idea, "Programs organized for helping teachers to understand their behavior and to plan behavior change must have provision for an effective feedback system." Through the use of Amidon and Flanders (1967) interaction analysis procedures a picture is provided to the teacher of teacher behavior and will provide the feedback needed. The Amidon and Flanders system analyzes verbal behavior in the classroom. An outline of the categories follows:

Teacher Talk

Indirect:

1. Accepts feelings
2. Praises or encourages
3. Accepts or uses idea of student
4. Asks questions

Direct:

5. Lectures
6. Gives direction
7. Critizes student or justifies authority

Student Talk

8. Response to teacher
9. Initiates discussion
10. Silent or confused

Amidon and Flanders (1967) continue with information related to their system. An observer sits in the classroom and for every three seconds writes down the category number of the interaction he is observing. Over a 20 to 40 minute period of time, e.g., with about 20 numbers per minute, an interaction matrix can be built which describes behavior over the period of time.

Probably the most important part of the system is that the teacher has an objective basis of feedback of behavior in the classroom on which to base a decision of change. He may like what he sees, or he may want to modify certain behaviors that were identified through the interaction matrix (Amidon and Flanders, 1967).

MacDonald (1966) talks about learning episodes, which can be described simply by saying class sessions are taped and transcribed. Lund and Herrick, University of Wisconsin, according to MacDonald, have done a considerable amount of experimentation with this technique. The teacher (cooperating teacher or student teacher) sits down with transcription and the recording and listens to the playback, following and noting on the transcriptions any relevant comments. A discussion should follow with the supervisor (cooperating teacher or college supervisor) to help clarify what had happened and make plans to try some new approaches or behavior if she sees this is desirable at this time. Teachers construct their own categories for analysis of behaviors. The learning episode techniques allow for more flexibility and less exactness than Flanders' interaction analysis. The important aspect of the use of learning episodes, as described, is the provision for feedback to the teacher (cooperating teacher or student teacher).

Clinical experiences, another innovative technique, need to be complementary to the humanistic and behavioral studies for becoming a teacher. Aims of clinical experiences, according to Hazard (1969), are rooted in the concepts of professional competencies and description of the tasks of effective teaching. Competence operationally defined is performance, a performance which can be observed, analyzed, commented on, and, in some manner, measured.

Clinical experiences (Hazard, 1969) are direct and simulated experiences which may be an integral part of the teacher education program. Student teaching experiences are included and may embrace situation analysis, simulation packages, microteaching, and beginning experiences with children and youth. It is possible for the teacher education student to be assigned to a school as an assisting teacher during the clinical experience.

Teaching competence requires knowledge of man and his ways, reflection upon the meaning and implication of that knowledge, and action upon considered and informed judgment for the betterment of man's lot. Achievement of this competence rests on the development of an effective professional education supported and complemented by a program of professional clinical experiences that enables students to relate educational concepts to professional action.

Microteaching (Allen and Eve, 1969) is another innovative technique that involves all the complexities of the normal teaching encounter but has been reduced and the level of feedback to the teacher has been greatly increased. This technique may be used with the preservice student, but, also, used with the student teacher during the student teaching period. The teaching is filmed on audio-tape for the student

teacher to immediately review her teaching situation with an immediate follow-up critique utilizing sources such as the student teacher's own analysis, cooperating teacher's critique, as well as the college supervisor's critique. The critique may be with or without the student teacher present (Allen and Eve, 1969). The evaluation focuses on one particular aspect of the student teacher's performance, and an attempt is made immediately to translate the suggested improvements into actual practice during a second session or with another class which the student teacher may be teaching in the same area.

The microteaching technique could be used with cooperating teachers in a workshop or inservice seminar to help them understand the full ramifications of the technique. The five essential conditions should be involved in helping them to understand the value of the technique:

1. Actual teaching takes place, even though the teacher and students are brought together specifically for practice.
2. The complexity of the normal teaching situation, the number of students, the scope of the presentation, and the length of class time, are deliberately reduced.
3. The focus of teacher training is reduced in order to accomplish a specific task, such as the practice of instructional skills or techniques of teaching, the mastery of specific curriculum materials, or the demonstration of a particular teaching methodology.
4. A high degree of control over such diverse elements as time, the use of students, and the methods of feedback and supervision is structured into the training situation.
5. The typical feedback dimension in teaching is greatly expanded through an immediate follow-up critique. (Allen and Eve, 1969, p. 181).

The normal classroom setting contains so many variables that precise research is virtually precluded. A major attraction of the

microteaching format is that it simplifies the teaching act and provides an opportunity for real experimental control and manipulation of variables.

Metzger (1969) suggests that there are three principal ways of uniting theory and practice: (1) videotaping actual teaching situations which exemplify learning psychology principles and methodology; (2) videotaping and microteaching situations of teacher education students; and (3) videotaping the student teaching of teacher education students. In these ways the cooperating teacher will be best able to help the student teacher critique her own teaching.

Many of these innovative techniques lead the teacher educator into thoughts about inservice education for the cooperating teacher in helping her to accept the major responsibility of guiding the student teacher toward the student teaching competencies. Pogue (1969) suggests that the efficacy of student teacher supervision depends almost entirely on whether the intuitive capabilities of the cooperating teacher and college supervisor are appropriate for the situation.

Turner (1970) states improved inservice education is a challenge to most supervisors. The cooperating teachers want to be in on planning the content of the seminars, workshops, and/or conferences. If they have a chance to be heard they will be better satisfied with the outcomes of the type of inservice education that is conducted. The college supervisor must take a strong, positive, and enlightened approach to inservice education and through astute educational leadership develop an acceptable program. One of the most potent tools he can provide his cooperating teacher for the improvement of guiding the student teacher

during the student teaching period is an inservice program properly designed and adequately presented (Turner, 1970).

A comprehensive inservice education must provide the means for the retraining of those taking an active part in any innovative program. The cooperating teacher must be kept informed as the innovating develops. With the movement of technology into education, the college supervisor must provide a means for the cooperating teacher to critically examine the new hardware, with its accompanying software, to determine its possible effectiveness in her school. The teacher educator is constantly trying to find better ways to reach cooperating teachers to help them provide their student teachers help in a relevant fashion (Turner, 1970).

The teacher educator must be alert to breakthroughs in those areas which would be helpful to the cooperating school. He is in a unique position to see the total program in his area in a way no one else can and must, therefore, provide opportunities for cooperating teachers. The teacher educator must take the lead in establishing a high level of involvement opportunities at every stage of planning and performance with the cooperating teachers. All cooperating teachers must become involved if they are to feel sufficient personal stake in the "action" to warrant any degree of individual effort (Turner, 1970).

Cooperating teachers must learn to use themselves in such a way that what they do makes a difference. The truly professional person accepts his judgmental role and works to use himself creatively and effectively to help other persons (Frymier, 1969).

Instrument Development

The present study required two instruments. The first instrument was sent to home economics college supervisors, home economics cooperating teachers, and school principals to identify student teaching competencies for which the cooperating teacher could assume major responsibility during the student teaching period. The second instrument was sent to those responding to the first instrument to identify methods that are presently in use and termed as effective; to identify techniques presently in use and termed effective and techniques that ought to be implemented to prepare cooperating teachers to more competently assume major responsibilities; and to identify roles the three groups of educators believe they should assume in the future relative to supervision of student teachers.

Opinionnaires and questionnaires are generally regarded as devices distributed through the mail or filled out under the supervision of the researcher. The mailed survey devices are among those used in education; however, mailed surveys do have some serious drawbacks. Two defects are possible; lack of response and inability to check responses given (Good, 1963). Kerlinger (1964) reminds the researcher that responses are generally poor to either opinionnaires or questionnaires which are mailed; the researcher must content himself with returns as low as 40 to 50 percent. However, if the researcher receives above 50 percent returns, he should consider it rare (Kerlinger, 1964).

Zimbardo and Ebbeson (1970) states that many scaled instruments are extremely laborious and time consuming to construct. Likert developed a different technique which could produce an equally reliable opinion scale with relative ease to help overcome this problem.

Zimbardo and Ebbeson (1970, p. 125) states:

The Likert scale is made up of a series of opinion statements about the same issue. However, in contrast to the Thurstone Scale, a person's opinion is measured by asking him to indicate the extent of his agreement or disagreement with each item. This is done by having a person rate each item on a five-point scale of response (strongly agree, agree, undecided, disagree, strongly disagree).

A group's opinion score is the sum of the individual ratings for each item. Each statement that is used in the scale is a linear function of the same opinion dimension. Furthermore, the items in a scale must be highly correlated with a common attribute and thus with each other, as opposed to Thurstone's distinct and independent items (Zimbardo and Ebbeson, 1970).

Kerlinger (1964) and Good (1963) concur that due to the low returns and inability to check responses given that the opinionnaires and questionnaires are not as reliable or valid as other types of instruments might be. However, when used with care and knowledge of their weaknesses, the above named instruments can yield information the researcher is searching for through such devices (Kerlinger, 1964; and Good, 1963).

Summary

In summary, the researcher has reviewed the research on supervisory procedures; roles of cooperating teachers, cooperating school principals, and college supervisors involved with the supervision of student teachers; competencies for student teaching; innovations and inservice education; and instrument development. Many teacher educators are looking for ways to help cooperating teachers become more competent in their role as supervisor of student teachers during the student teaching experience. Research on teacher competencies indicates a lack of

conclusive evidence from previous research to define teaching effectively and competently. Research studies do seem to point out that "supervision" is not a unitary function, nor is it accomplished solely by a person or persons who have been called "supervisor." Supervision is multiple, complex, and some times intangible.

The literature seems to be in agreement regarding the purposes of supervision -- it consists of a set of highly complex behavior; requires individual to have special skills, understandings, and knowledge; and ability to focus on the interpersonal relationships. Supervisors can and do help create environments and thus are responsible for them because they can and do change them.

The home economics college supervisor must possess a basic understanding of the school as a social institution within a community and the role expectancies for those in supervisory position. The supervisor must be a diplomat, a politician, and one who knows the proper chain of command in order to be a real factor in effecting change.

During the student teaching experience, all and any educational experiences that home economics cooperating teachers can afford the student teacher are recommended and encouraged. To help student teachers develop in the desired student teaching competencies, the cooperating teachers should have opportunities for growth and enhancement in techniques necessary for helping student teachers develop the selected competencies.

There seems to be agreement in the literature and research reviewed that the school principal's major role is orienting the student to the school system. The literature continues to remind us that it is vitally

important to include the school principal in the planning of the student teaching program of the teacher education programs.

To improve the effectiveness of student teachers, there must be some agreement as to what are the desired competencies for student teachers. The competencies that are desired may suggest need for inservice education for the cooperating teachers, as well as the college supervisors. Inservice education programs teach cooperating teachers how to use newer techniques that will provide the necessary motivation the cooperating teachers need for assuming the major responsibility for the student teacher during the student teaching period.

Improved inservice education is a challenge to most supervisors. The most successful inservice education programs seem to be those that the participants are involved in the planning. The teacher educator must be alert to breakthroughs in those areas which would be most helpful to the cooperating teacher. The truly professional person accepts his judgmental role and works to use himself creatively and effectively to help other individuals.

Opinionnaires and questionnaires are generally regarded as devices distributed through the mail or filled out under the supervision of the researcher. The mailed survey devices are among those used in education; however, mailed surveys do have some serious drawbacks. Two defects are possible lack of response and inability to check responses given. However, when used with care and knowledge of their weaknesses, the two instruments, named above, can yield information the researcher is searching for through such devices.

Chapter III will describe the procedure and method followed to develop the objectives as outlined in Chapter I.

CHAPTER III

PROCEDURE AND METHOD

This chapter describes the procedure and method followed to develop the objectives as outlined in Chapter I. This study was concerned with the identification of student teaching competencies and with identification of those selected competencies which cooperating teachers and school principals could assume as their major responsibility in guiding the student teacher toward developing during the student teaching period. This study will, further, be concerned with identifying innovative techniques that might help the cooperating teacher and school principal assume greater responsibility toward aiding the student teacher develop during the student teaching experience.

Selection of the Sample

The sample was identified as Home Economics College Supervisors, Home Economics Cooperating Teachers, and School Principals involved in the student teaching phase of the teacher education programs.

To select a sample for the study, a letter of inquiry was mailed to 13 of the 14 chairmen of the home economics education units of the land-grant institutions in Regions VI and VII, as defined by the U. S. Department of Health, Education, and Welfare. Oklahoma State University was eliminated from the randomly selected sample of the study, since they were used as the panel of judges, which will be described later in

this chapter. The states in Region VI are Iowa, Kansas, Missouri, and Nebraska; the states in Region VII are Arkansas, Louisiana, New Mexico, Oklahoma, and Texas (see Appendix A). The letter requested the chairmen to identify home economics college supervisors, home economics cooperating teachers, and school principals involved in the student teaching experience during fall semester, 1971. Of the 13 (100 percent) chairmen who responded, all of them contributed names and addresses. Thirty-nine home economics college supervisors, 235 home economics cooperating teachers, and 166 school principals were identified by the chairmen.

The sample for the study was determined by random selection. Random selection is the selection of cases from the population in such a manner that every individual in the population has an equal chance of being chosen. In addition, the selection of any one individual is in no relevant way tied to the selection of any other (Guilford, 1965, p. 139). Prior to drawing the names, it was arbitrarily decided to limit the sample population to 26 individuals from each of the three groups of educators. The names for the three groups of educators were placed in a box and were drawn blindly until 26 home economics college supervisors, 26 home economics cooperating teachers, and 26 school principals were selected at random, who were representative of 13 of the 14 institutions in Regions VI and VII.

Development of the Instruments

Data for the study were obtained from two instruments developed by the researcher. The first instrument, to obtain data for the achievement of objective two, was an OPINIONNAIRE. The opinionnaire was composed of a list of competencies that the student teacher should develop

during the student teaching experience. The purposes of this opinionnaire were to discover which of the competencies could be the major responsibility of the home economics cooperating teacher and the school system during the student teaching experience.

The Opinionnaire

An opinionnaire was composed of student teaching competency statements adapted from the generalizations stated in the publication Home Economics Education Objectives and Generalizations Related to Selected Competencies. The statements were developed according to the criteria by McAshon (1970) for stating behavioral objectives. McAshon (1970, p. 17) states that a behavioral objective "(1) has an identifiable goal and (2) implies some type of learner behavioral changes that can be evaluated as a direct outcome of the goal."

The opinionnaire was the same for the three groups of educators except for the sheet of instructions on page one. The preface paragraph on the instruction sheet was changed to suit the group of educators to whom it was sent (see Appendix B). The initial opinionnaire consisted of 90 competency statements, which according to most research authorities and the statistician consulted for the study, was too lengthy for a mailed opinionnaire. The statements were reviewed by the candidate's committee members and it was discovered that several statements were duplications and irrelevant as student teaching competencies; hence, the second draft by the researcher was composed of 70 competency statements.

A panel of judges was obtained for the purpose of assisting in the refinement of the 70 item opinionnaire. The panel of judges consisted

of Oklahoma State University Teacher Educators -- three Home Economics Teacher Educators, one Agricultural Education Teacher Educator, and the Director of Student Teaching -- each of whom was contacted in person by the researcher. The objectives of the research project and their responsibilities were explained in detail. Each individual gave his consent to participate on the panel of judges. With the help of the individual who is the Teacher Certification Officer, Home Economics Education, the remainder of the panel of judges was selected from the cooperating schools and the cooperating teachers who were involved in the student teaching phase of their teacher education program, 1971 fall semester. Five student teaching centers were selected. The cooperating teachers and the cooperating school principals were contacted by a letter explaining the objectives of the research project. Each individual was asked to make a decision regarding his desire to participate. The letter, also, informed them that the researcher would contact them by telephone one week later for their reply. When the cooperating teachers and the cooperating school principals were contacted by telephone, all indicated a desire to participate in the study.

The instrument was mailed to each cooperating teacher and cooperating school principal, accompanied by a letter which briefly explained the study. A stamped, self-addressed envelope was enclosed for returning the questionnaire. The instruments were personally delivered and picked up from the five Oklahoma State University Teacher Educators, identified earlier in this chapter. Each individual on the panel of judges was asked to mark each statement on the following continuum:

1	2	3	4	5
Strong Dis- agreement	Moderate Dis- agreement	Undecided	Moderate Agreement	Strong Agreement

Follow-up telephone calls were made to two cooperating teachers and two school principals. All five cooperating teachers returned their opinionnaires, but one did not mark the statements because she was unable to meet the deadline date due to illness. Four out of the five cooperating school principals returned their completed opinionnaires. All five Oklahoma State University Teacher Educators returned the opinionnaire; however, only two followed directions in marking the statements, as well as evaluating the instrument; the other three made only written evaluations of the instrument. All five gave suggestions for combining, restating, and deleting competency statements.

The 15 judges -- five teacher educators, five cooperating teachers, and five school principals -- had been asked to follow directions given in the opinionnaire and mark each competency according to his opinion; however, only two-thirds of the panel of judges marked the statements. Those not marking each competency statement wrote in ideas or suggestions for combining, restating, and deleting some of the student teaching competency statements. Therefore, it was impossible to compute an item analysis for each statement for further item discrimination. The suggestions given by the panel of judges did help the researcher to reduce the list of 70 to 58 student teaching competency statements (see Appendix B).

The opinionnaires were mailed in March, 1972 to the 26 home economics college supervisors, 26 home economics cooperating teachers, and 26 school principals. Of the 24 college supervisors, who remained in the study, 75 percent or 18 opinionnaires were returned, as well as 69 percent or 18 opinionnaires from cooperating teachers, and 61.5

percent or 16 from school principals. A 70 percent opinionnaire return from the 78 educators contacted was included in the study.

The returns were included in the analysis of data by calculating a frequency count for each group of educators by combining numbers 5 (strong agreement) and 4 (moderate agreement), and then combining numbers 3 (undecided), 2 (moderate disagreement), and 1 (strong disagreement). A percentage was computed from the frequency count for each competency for each group of educators, according to the number of responses each individual in the groups completed.

A combined frequency count from the frequency count for each group of educators -- home economics college supervisors, home economics cooperating teachers, and school principals -- was computed for each competency. The numbers 5 (strong agreement) and 4 (moderate agreement) were combined to identify a list of competency statements receiving an agreement of 90 percent or higher among the three groups of educators to be used in developing the second instrument, a questionnaire. The rationale was based on the following: (1) competency statements receiving the highest cumulative percentage scores in agreement, (2) one-fourth of the competency statements were represented in the statements receiving a cumulative 90 percent or higher score, (3) the 90th percentile seemed to be a natural breaking point, and (4) the 15 competency statements were a manageable number with which to develop the second instrument.

The Questionnaire

The second instrument to gather data for objective three -- to identify methods and techniques that have been found to be most

effective in helping prepare cooperating teachers in assuming major responsibility toward guiding the student teacher in the development of each competency during the student teaching experience, was developed by the researcher. The questionnaire was based on the 15 competency statements that received 90 percent or higher agreement from 52 educators among the three groups. The second instrument consisted of three parts.

Part one of the questionnaire listed the 15 competencies that received 90 percent or higher in agreement and a list of methods, gleaned through reading the research and the literature, used by many of the teacher education institutions as they supervise student teachers. The purposes of part one were to classify the methods that have been most effective in aiding cooperating teachers in helping student teachers work toward the development of the competencies (see Appendices F, G, and H).

Part two of the instrument continued -- to gather data for objective four. This part consisted of a list of techniques gleaned from the literature and research that could be used to aid cooperating teachers assume major responsibility for guiding student teachers toward development of the selected competencies. The three groups of educators were asked to identify the techniques they believe should be implemented which would help the cooperating teacher assume greater responsibility during the student teaching experience. There were two columns in which each individual in each of the three groups of educators was asked to check:

- (a) the item that best describes the techniques each believes have been used in the teacher education programs that have helped cooperating teachers and school systems to become

more competent in guiding the student teachers, and

(b) the item each believes should be introduced into the teacher education programs in the future that would aid cooperating teachers and school systems to become more competent in guiding student teachers toward growth in the development of each of the 15 competencies identified by the opinionnaire.

Part three of the questionnaire was composed of a subjective question to collect the data needed for objective five -- to identify, from analysis of the answers given the open-ended question in the questionnaire, the roles the three groups of educators believe they should assume in guiding student teachers toward developing the competencies during the student teaching experience. Each group of educators was asked how they each anticipate their role to change in the future as a supervisor of student teachers. Each was, also, asked what role he believes he should assume during the student teaching phase of the teacher education program.

The questionnaire was the same for each of the three groups of educators except for the preface paragraph for parts one and three. The paragraphs for the two questions were changed to suit the group of educators to whom it was sent (see Appendices F, G, and H).

Collection of Data

For mailing purposes and for ease of identification upon return, the researcher had the OPINIONNAIRE printed on colored paper -- blue for home economics college supervisors, pink for home economics cooperating teachers, and yellow for cooperating school principals. Each

opinionnaire was coded for ease of checking for those that were not returned. Two weeks after the opinionnaire was mailed, postal cards were mailed to those who had not returned the instrument (see Appendix B).

The researcher obtained a mailing permit which allowed her to have a "Business Reply Mail, No Postage Stamp Necessary If Mailed in United States" with the postage to be paid by the sender. This saved postage the researcher needed to put on the postage-paid, self-addressed return envelope for those who did not choose to participate in the study.

The revised opinionnaire was mailed to 26 home economics college supervisors, 26 home economics cooperating teachers, and 26 school principals, a total of 78 who were randomly selected for the study. A letter accompanied the instrument which briefly explained the purposes of the study (see Appendix B). A commercially printed postage-paid, self-addressed envelope was included to facilitate the returns.

Follow-up postal cards were mailed to 44 of the sample population who did not return the opinionnaires after the initial mailing (see Appendix B). An additional 30.7 percent opinionnaires were received; however, two college supervisors eliminated themselves from the study.

The second instrument, a questionnaire, was developed to identify methods and techniques that have been found most effective and to identify techniques which should be introduced which will help prepare cooperating teachers in guiding student teachers toward growth in each of the 15 competencies identified from the first instrument. The questionnaire included the 15 competencies receiving a 90 percent or higher agreement by combining the numbers to have a cumulative percentage score for each competency as was explained earlier in this chapter. A

questionnaire was mailed to the 52 respondents who returned the opinionnaire. The questionnaire was, also, printed on colored paper as explained earlier in this chapter. The colored paper made for ease of mailing and for ease of identification as the questionnaires were returned. Each questionnaire was coded for ease of checking those individuals who had not returned their instrument. A brief letter of explanation accompanied the instrument (see Appendix C). Again, a commercially printed postage-paid, self-addressed envelope was enclosed to facilitate returns.

Follow-up postal cards were mailed to those who did not return the questionnaire by the end of the second week of the initial mailing (see Appendix C). Thirty postal cards were mailed and 33 percent returns resulted from the reminders. A total of 36 questionnaires out of 52 was returned which represents a 69 percent return.

Method of Data Analysis

The data secured from the first instrument, an opinionnaire, for objective two identified earlier in this chapter, were punched on cards for computer analysis. For each group of educators, a frequency response count was made for each competency which was converted to a percentage score for each competency. From the frequency response counts for each group of educators, a cumulative frequency response count was made. The cumulative frequency response count was converted to a cumulative percentage score for each competency statement. The researcher accepted only those competency statements receiving a cumulative 90 percent or higher agreement among the three groups of educators. These competencies were used for further study through another instrument

developed by the researcher. There were 15 competency statements which received a 90 percent or higher agreement. The 15 competency statements are those that the three groups of educators indicated that cooperating teachers could assume as their major responsibility during the student teaching experience.

For the first instrument a 2 x 3 contingency table for chi square was the statistic used to test the differences among k independent samples. Siegel (1956, p. 175) states:

When frequencies in discrete categories (either nominal or ordinal) constitute the data of research, the χ^2 test may be used to determine the significance of the differences among k independent samples. The χ^2 test for k independent samples is a straightforward extension for the χ^2 test for two independent samples.

Siegel (1956, p. 178) continues with this recommendation for chi square:

. . . that for chi square tests with df larger than 1 (that is, when k or r is larger than 2), fewer than 20 percent of the cells should have an expected frequency of less than 5, and no cell should have an expected frequency of less than 1.

Siegel (1956, p. 17) gives the following formula for chi square for k independent samples:

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

$$df = (k-1) (r-1)$$

For chi square analysis, the .05 level of critical value was selected as the level for the differences found among k independent samples to be significant. The data was processed on an IBM 360/65 computer.

The first and second parts of the questionnaire, collecting data for objectives three and four identified earlier in this chapter, were checklists that were tabulated by hand and analyzed by the researcher.

Part three of the questionnaire which gathered data for objective five, identified earlier in this chapter, was an open-ended subjective question. The responses to the subjective question were tabulated and analyzed by the researcher. The question solicited suggestions and beliefs that each individual of the three groups of educators has about his future supervisory role during the student teaching phase of the teacher education programs. Analysis of part three of the questionnaire was made in regard to the responses the respondents made to the question.

Summary

The present chapter has described the basic research design for the study. The methods and procedures reviewed were concerned with obtaining a population; developing and refining the opinionnaire composed of student teaching competencies by means of a panel of judges and the researcher's review and study; and developing and refining an opinionnaire based on the data collected by the student teaching competency opinionnaire, as well as from the literature and research reviewed. Collection of the data was by means of two mailed instruments, one based upon the other; and analysis of the data by utilizing individual frequency responses and percentage scores and by utilizing the combined cumulative frequency responses and cumulative percentage scores, the chi square for k independent samples, and the researcher's analysis of the subjective question.

In the succeeding chapter, the findings are reported and analyzed. In Chapter V, the summary, conclusions, and recommendations based on the findings are presented.

CHAPTER IV

ANALYSIS OF DATA

This study is based on the premise that cooperating teachers could assume major responsibility for guiding the student teachers toward the development of student teaching competencies during the student teaching experience. This particular premise led the researcher to identify student teaching competencies cooperating teachers could assume with implications for supervisory roles. The data presented in this chapter are in keeping with objectives two, three, four, and five of the study as outlined on pages 5 and 6 of Chapter I. The data have been organized around those objectives in the following sequence: (1) Competencies the three groups of educators -- home economics college supervisors, home economics cooperating teachers, and school principals -- indicated that cooperating teachers and school systems could assume as their responsibility in guiding student teachers during the student teaching phase of the teacher education programs; (2) Methods and techniques that the same three groups of educators identified as having been most effective in aiding cooperating teachers and school systems in assuming the major responsibility for guiding student teachers toward development of the selected competencies receiving 90 percent or higher agreement; (3) Techniques the same three groups of educators believe should be implemented which would help cooperating teachers and school systems become more competent in guiding student teachers during the student

teaching period; and (4) Role identification the same three groups of educators believe they should assume, in the future, in guiding student teachers toward development of the selected competencies during the student teaching period.

Competencies for Home Economics

Student Teachers

The student teaching competency opinionnaire was mailed in April, 1972 to 26 home economics college supervisors, 26 home economics cooperative teachers, and 26 cooperating school principals randomly selected from Regions VI and VII, as defined by the U. S. Office of Education. Each educator was asked to rate the 58 student teaching competency statements on a continuum from 5 (strong agreement), 4 (moderate agreement), 3 (undecided), 2 (moderate disagreement), to 1 (strong disagreement). The rating of each competency statement indicated whether or not the educator believes cooperating teachers and school systems could or could not assume the major responsibility for guiding student teachers toward the development of the selected competencies during the student teaching experience of the teacher education program. Responses were received from 18 home economics college supervisors, 18 home economics cooperating teachers, and 16 cooperating school principals, a total of 52 educators or a total return of 70 percent.

The distribution of the 58 student teaching competency statements combined cumulative percentage agreement scores ranged from 96.15 percent to 57.69 percent. The combined cumulative percentage agreement scores for all 58 competency statements were above 50 percent (see Appendix D), which was seemingly an indication that these three groups

of educators believed home economics cooperating teachers and school systems could assume the major responsibility for guiding the student teachers toward development of the majority of the competencies during the student teaching experience.

A chi square analysis was made of each of the 58 student teaching competency statements to discover whether or not there were any significant differences in opinion among the three groups of educators. The chi square for all but two competency statements was so much in agreement that the chi square test was not significant, or in other words, did not indicate any significant differences in agreement among the three groups of educators (see Table I). The non-significance may be due to confusion among the educators as to which role they should assume and/or a misinterpretation of the competency statements. The two competencies were:

21. Plan educational experiences that reflect the student's ethnic background.

24. Use home economics research in instructional planning.

Of the three groups of educators (see Appendix E), the home economics college supervisors, with an average percentage score of 85.12, and the school principals with an average percentage score of 84.20, each as a group rated the 56 non-significant competency statements higher than did the home economics cooperating teachers, with an average percentage score of 75.76. Therefore, the implications from this comparison led the researcher to conclude that the college supervisors and the school principals were more influential in determining the 15 selected competency statements than were the cooperating teachers.

TABLE I
THE COMPETENCIES WHICH INDICATE DIFFERENCES OF OPINION
AMONG EDUCATORS AS A TOTAL GROUP

	NUMBER C.S.* AGREE (N-18)	NUMBER C.T.** AGREE (N-18)	NUMBER S.P.*** AGREE (N-16)	PERCENT COMBINED GROUPS AGREE (N-52)	PERCENT COMBINED GROUPS AGREE (N-52)	CHI SQUARE	LEVEL OF SIGNIFICANCE
21. Plan educational experiences that reflect the student's ethnic background.	16	13	8	37	71.15	6.25	.05
24. Use home economics research in instructional planning.	12	7	14	33	63.36	8.75	.02

*College Supervisors

**Cooperating Teachers

***School Principals

The home economics cooperating teachers, as a group, did not agree 100 percent on any one of the 56 non-significant competency statements (see Appendix E). Their highest percentage of agreement for any one of the statements was 94.44 percent, which indicated one out of 18 did not agree that cooperating teachers should assume the major responsibility for guiding the student teacher toward the development of the competency during the student teaching period. However, the home economics college supervisors and the home economics cooperating teachers agreed 100 percent on competency statement 36 -- Select educational experiences which relate to age, previous knowledge and cultural background, and community background of her students. School principals and home economics college supervisors agreed 100 percent on competency statement 43 -- Involve students using participation in a variety of educational experiences (see Appendix E).

Further analysis revealed that home economics college supervisors agreed 100 percent on the following competency statements which were not among the 15 selected competency statements (see Appendix E):

28. Cooperate with other faculty members in sharing talents, ideas, and equipment.
29. Work cooperatively with other home economics teachers and other faculty personnel to correlate individualized programs for students.
31. Plan educational experiences for students to communicate on a one-to-one ratio or in groups.
34. Observe reactions in students in verbal and non-verbal communications classroom situations.

School principals, also, agreed 100 percent on competency statements which were not among the 15 selected competencies (see Appendix E).

They were:

2. Demonstrate personal behavior relevant to the basic aims of the teaching profession.
32. Use various forms of verbal and non-verbal communication in the classroom.
58. Identify with students researchable problems in home economics that will involve students in problem-solving behavior.

In further analysis of the data, it was discovered that home economics cooperating teachers did not agree 100 percent on any one of the competency statements.

The opinionnaire was developed to achieve objective two -- to identify student teaching competencies the three groups of educators believe cooperating teachers could assume as their major responsibilities in guiding the student teacher in developing the selected competencies during the student teaching period.

The 15 selected student teaching competencies have been listed, in descending order, in Tables II, III, and IV which indicate the number and the percent of agreement for each group of educators -- home economics college supervisor, home economics cooperating teachers, and school principals. The 15 competencies have, also, been listed, in descending order, in Table V indicating the number and the percent of agreement for the combined three groups of educators. The rationale, then for the selection of the 15 competency statements to be used in developing the second instrument, a questionnaire, was based on the following: (1)

competency statements receiving the highest combined cumulative agreement scores; (2) one-fourth of the competency statements were represented in the statements receiving a combined cumulative 90 percent or higher score; (3) the 90th percentile seemed to be a natural breaking point; and (4) the 15 selected competency statements were a manageable number with which to develop the second instrument.

The 15 selected student teaching competencies receiving an agreement of 90 percent or higher from among the three groups of educators are related to Concept IV -- Educative Process in Teaching Home Economics -- in the document by Kruetz and Anthony (n.d.). Competencies 11, 27, 37, 43, 45, 48, 49, and 35 (see Table II) have commonalities among them related to student motivation, student needs, and student involvement. Competencies 53, 44, 46, 38, 8, and 36 (see Table II) are concerned with educational experiences and teaching techniques. Only one competency, 56, (see Table II) was concerned with evaluation. From this analysis, the three groups of educators identified their concern that home economics cooperating teachers assume major responsibility for the development of the above identified concept while the student teacher is in the student teaching center.

The responses from the 18 home economics college supervisors, in Table II, show the percentage agreement scores range from 100.00 percent to 88.89 percent. Therefore, the large majority of the 18 home economics college supervisors believe home economics cooperating teachers could assume major responsibility for guiding the student teacher in developing the 15 selected competencies during the student teaching phase of the teacher education program.

TABLE II
 PERCENTAGE OF AGREEMENT ON THE FIFTEEN COMPETENCIES
 BY THE HOME ECONOMICS COLLEGE SUPERVISORS
 (N=18)

	Number Agree	Percent Agree
8. Provide educational experiences taking into account cultural and environmental differences of the students.	18	100.00
36. Select educational experiences which relate to age, previous knowledge, cultural background, and community background of her students.	18	100.00
43. Involve students using participation in a variety of educational experiences.	18	100.00
46. Use a variety of educational experiences which contribute to the quality and depth of learning in the application of principles.	18	100.00
37. Provide opportunities for student to verbalize the generalizations that evolve from educational experiences.	18	100.00
11. Provide opportunities for student to generalize learnings which contribute to positive self-concept and self-realization.	17	94.44
32. Use various forms of verbal and non-verbal communication in the classroom.	17	94.44
49. Use a variety of room arrangements conducive to interaction and communication.	17	94.44
45. Revise initial plans according to the individual needs of the students and limitations of situation.	17	94.44
53. Provide opportunities for all students to experience some degree of satisfaction and success.	16	88.89
27. Provide educational experiences enabling learners to obtain competence in human relations conducive to the development of self-confidence.	16	88.89
44. Use a variety of teaching techniques and resources that will achieve the desired behavioral outcome.	16	88.89
38. Familiarize herself with various types of educational experiences and select the most appropriate teaching technique for the specific group one is teaching.	16	88.89
48. Make adjustments needed to provide a physical environment conducive to learning.	16	88.89
56. Guide student in the process of self-evaluation.	16	88.89

The responses from the 18 home economics cooperating teachers, in Table III, show the percentage agreement scores range from 94.44 percent to 77.78 percent. Consequently, the large majority of the 18 home economics cooperating teachers believe they could assume major responsibility for guiding the student teacher in developing the 15 selected competencies during the student teacher experience of the teacher education programs.

The responses of the 16 cooperating school principals, in Table IV, show the percentage agreement scores range from 100.00 percent to 75.00 percent. In this case, the majority of the 16 cooperating school principals believe the home economics cooperating teachers could assume major responsibility for guiding the student teacher toward the development of the 15 selected competencies during the student teaching experience of the teacher education program.

The cumulative percentage agreement scores for each group of educators were converted to a combined cumulative percentage score representing the summed ratings of the 52 educators for each of the selected 15 student teaching competencies. The combined cumulative percentage scores range from 96.15 percent to 90.38 percent (see Table V). A large majority of the 52 educators agree that home economics cooperating teachers could assume major responsibility for guiding the student teacher in the development of the 15 selected competencies during the student teaching experience of the teacher education program.

TABLE III

PERCENTAGE OF AGREEMENT ON THE FIFTEEN COMPETENCIES
 BY THE HOME ECONOMICS COOPERATING TEACHERS
 (N-18)

	Number Agree	Percent Agree
36. Select educational experiences which relate to age, previous knowledge, cultural background, and community background of her students.	18	100.00
8. Provide educational experiences taking into account cultural and environmental differences of the students.	17	94.44
53. Provide opportunities for all students to experience some degree of satisfaction and success.	17	94.44
11. Provide opportunities for students to generalize learnings which contribute to positive self-concept and self-realization.	17	94.44
37. Provide opportunities for students to verbalize the generalizations that evolve from educational experiences.	17	94.44
38. Familiarize herself with various types of educational experiences and select the most appropriate teaching technique for the specific group one is teaching.	17	94.44
27. Provide educational experiences enabling learners to obtain competence in human relations conducive to the development of self-confidence.	16	88.89
44. Use a variety of teaching techniques and resources that will achieve the desired behavioral outcome.	16	88.89
49. Use a variety of room arrangements conducive to interaction and communication.	16	88.89
48. Make adjustments needed to provide a physical environment conducive to learning.	16	88.89
32. Use various forms of verbal and non-verbal communication in the classroom.	15	83.33
46. Use a variety of educational experiences which contribute to the quality and depth of learning in the application of principles.	15	83.33
45. Revise initial plans according to the individual needs of the students and the limitations of the situation.	15	83.33
56. Guide students in the process of self-evaluation.	15	83.33
43. Involve students using participation in a variety of educational experiences.	14	77.78

TABLE IV
 PERCENTAGE OF AGREEMENT ON THE FIFTEEN COMPETENCIES
 BY THE SCHOOL PRINCIPLES
 (N-16)

	Number Agree	Percent Agree
53. Provide opportunities for all students to experience some degree of satisfaction and success.	16	100.00
27. Provide educational experiences enabling learners to obtain competence in human relations conducive to the development of self-confidence.	16	100.00
32. Use various forms of verbal and non-verbal communication in the classroom.	16	100.00
43. Involve students using participation in a variety of educational experiences.	16	100.00
44. Use a variety of teaching techniques and resources that will achieve the desired behavioral outcome.	16	100.00
56. Guide students in the process of self-evaluation.	16	100.00
8. Provide educational experiences taking into account cultural and environmental differences of the students.	15	93.75
46. Use a variety of educational experiences which contribute to the quality and depth of learning in the application of principles.	15	93.75
49. Use a variety of room arrangements conducive to interaction and communication.	15	93.75
48. Make adjustments needed to provide a physical environment conducive to learning.	15	93.75
45. Revise initial plans according to the individual needs of the students and limitations of the situation.	15	93.75
11. Provide opportunities for students to generalize learnings which contribute to positive self-concept and self-realization.	14	87.50
38. Familiarize herself with various types of educational experiences and select the most appropriate teaching technique for the specific group one is teaching.	14	87.50
36. Select educational experiences which relate to age, previous knowledge, cultural background, and community background of her students.	13	81.25
37. Provide opportunities for students to verbalize the generalizations that evolve from the educational experiences.	12	75.00

TABLE V
 PERCENTAGE OF AGREEMENT ON THE FIFTEEN COMPETENCIES
 BY THE COMBINED THREE GROUPS OF EDUCATORS
 (N-52)

	Number Agree	Percent Agree
8. Provide educational experiences taking into account cultural and environmental differences of the students.	50	96.15
36. Select educational experiences which relate to age, previous knowledge, cultural background, and community background of her students.	49	94.23
53. Provide opportunities for all students to experience some degree of satisfaction and success.	49	94.23
11. Provide opportunities for student to generalize learnings which contribute to positive self-concept and self-realization.	48	92.31
46. Use a variety of educational experiences which contribute to the quality and depth of learning in the application of principles.	48	92.31
49. Use a variety of room arrangements conducive to interaction and communication.	48	92.31
27. Provide educational experiences enabling learners to obtain competence in human relations conducive to the development of self-confidence.	48	92.31
44. Use a variety of teaching techniques and resources that will achieve the desired behavioral outcome.	48	92.31
35. Integrate forms of verbal and non-verbal communication in learning situations and evaluate the results.	48	92.31
43. Involve students using participation in a variety of educational experiences.	48	92.31
37. Provide opportunities for students to verbalize the generalizations that evolve from the educational experiences.	47	90.38
38. Familiarize herself with various types of educational experiences and select the most appropriate teaching technique for the specific group one is teaching.	47	90.38
48. Make adjustments needed to provide a physical environment conducive to learning.	47	90.38
45. Revise initial plans according to the individual needs of the students and the limitations of the situations.	47	90.38
56. Guide students in the process of self-evaluation.	47	90.38

Techniques and Methods Believed to Have Been
Most Effective by Educators in Preparing
Home Economics Cooperating Teachers

The questionnaire was developed (1) to identify methods and techniques the three groups of educators believe have been most effective in preparing cooperating teachers to assume responsibility in helping student teachers toward the development of the selected competencies; (2) to identify techniques the three groups of educators believe should be implemented in the future that would aid cooperating teachers to become more competent in guiding student teachers toward growth in the selected competencies; and (3) to identify roles the three groups of educators believe they could assume in the future during the student teaching experience of the teacher education programs. The questionnaire was mailed to those 52 educators who responded to the opinionnaire. Of the questionnaires mailed a 69 percent return was received; there were 12 returns from each group of educators -- home economics college supervisors, home economics cooperating teachers, and school principals -- or a total of 36 returns.

The questionnaire was composed of three parts, with part two having two sections (see Appendices F, G, and H). Each group of educators was asked in the first part to check in the column that would classify the methods that the teacher educators have implemented in aiding home economics cooperating teachers and cooperating school systems in helping student teachers develop the 15 selected competencies.

Methods Believed Most Effective by the Educators

Part one of the questionnaire listed the following methods as ways teacher education institutions have helped the home economics cooperating teachers become competent in helping student teachers develop:

1. Supervision Course, Required
2. Supervision Course, Optional
3. 1 Week Workshop in Supervision
4. 2 Week Workshop in Supervision
5. 1 Day Seminar, Yearly
6. 1-1½ Day Seminar Each Semester
7. 1-2 Day Seminar During Pre-School Week
8. 1-2 Day Seminar During Extended Employment

As the data were analyzed, each of the three groups identified three of the methods as having been the most effective. These were:

(a) Supervision Course, Required; (b) Supervision Course, Optional; and (c) 1-1½ Day Seminar Each Semester (see Table VI).

From 50 percent to 17 percent of the home economics college supervisors and 50 percent to 25 percent of the school principals indicated the method -- Required Supervision Course -- as being effective with an average total cumulative percentage score of 34 percent. The home economics cooperating teachers scores ranged from 58 percent to 17 percent or an average total cumulative score of 40 percent.

The Optional Supervision Course was indicated as effective by the home economics college supervisors with their scores ranging from 50 percent to 33 percent or an average total cumulative score of 44 percent. Some of the home economics cooperating teachers and some school principals did not seem to agree with the home economics college

TABLE VI
METHODS AGREED AS HAVING BEEN MOST EFFECTIVE
WITHIN EACH GROUP OF EDUCATORS

	METHODS CUMULATIVE PERCENTAGE SCORES								
	(N-12 CS*)	(N-12 CT**)	(N-12 SP***)	CS*	CT**	SP***	CS*	CT**	SP***
COMPETENCIES COOPERATING TEACHERS SHOULD HELP STUDENT TEACHERS WORK TOWARD DEVELOPING DURING THE STUDENT TEACHING EXPERIENCE	Supervision Course, Required	Supervision Course, Required	Supervision Course, Required	Supervision Course, Optional	Supervision Course, Optional	Supervision Course, Optional	1-1½ Day Seminar Each Semester	1-1½ Day Seminar Each Semester	1-1½ Day Seminar Each Semester
8. Provide educational experiences taking into account cultural and environmental differences of the students.	42	58	33	42	--	8	42	43	25
36. Select educational experiences which relate to age, previous knowledge, cultural background, and community background of her students.	25	33	33	33	8	17	50	33	--
53. Provide opportunities for all students to experience some degree of satisfaction and success.	17	43	33	43	17	25	42	33	25
11. Provide opportunities for student to generalize learnings which contribute to positive self-concept and self-realization.	58	50	43	50	8	33	50	17	33
27. Provide educational experiences enabling learners to obtain competence in human relations conducive to the development of self-confidence.	50	17	25	50	50	25	50	25	--
32. Use various forms of verbal and non-verbal communications in the classroom.	25	33	33	42	--	25	50	33	8
43. Involve students using participation in a variety of educational experiences.	43	33	33	43	25	17	43	43	17
44. Use a variety of teaching techniques and resources that will achieve the desired behavioral outcome.	43	33	33	43	17	33	50	50	8
46. Use a variety of educational experiences which contribute to the quality and depth of learning in the application of principles.	33	50	33	43	25	33	50	43	--
49. Use a variety of room arrangements conducive to interaction and communication.	25	50	33	50	17	25	58	33	33
37. Provide opportunities for students to verbalize the generalizations that evolve from the educational experiences.	25	43	33	50	17	17	58	25	17
38. Familiarize herself with various types of educational experiences and select the most appropriate teaching technique for the specific group one is teaching.	25	43	33	33	33	33	58	25	25
48. Make adjustments needed to provide a physical environment conducive to learning.	25	43	33	43	25	25	50	33	--
45. Revise initial plans according to the individual needs of the students and the limitations of the situation.	33	33	50	58	25	33	50	43	17
56. Guide students in the process of self-evaluation.	50	43	33	33	43	--	50	50	43
Average total cumulative percentage score for each group for each method.	34	40	34	44	21	24	50	46	17

*College Supervisors' cumulative percentage score.

**Cooperating Teachers' cumulative percentage score.

***School Principals' cumulative percentage score.

supervisors. The home economics cooperating teachers' scores ranged from 50 percent to 0 percent or an average total cumulative score of 21 percent and the school principals' scores ranged from 33 percent to 8 percent with an average total cumulative score of 24 percent (see Table VI).

The 1 to 1½ Day Seminar Each Semester was identified as effective by home economics supervisors (58 percent to 42 percent) and home economics cooperating teachers (50 percent to 17 percent) with an average total cumulative score of 50 percent and 46 percent, respectively. However, the school principals (43 percent to 0 percent) had an average total cumulative score of 17 percent (see Table VI).

After analyzing the three groups separately, the three groups were combined for analysis. The combined cumulative percentage scores for the three methods that teacher education programs have implemented, as identified by each of the three groups, were calculated. Table VII shows the following information: (1) the combined cumulative score range for the Required Supervision Course for the three groups of educators was 50 percent to 27 percent with an average total cumulative score of 36 percent; (2) the combined cumulative score range for the Optional Supervision Course for the three groups of educators was 42 percent to 17 percent with an average total cumulative score of 29 percent; and (3) the combined cumulative score range for the 1-1½ Day Seminar Each Semester for the three groups of educators was 46 percent to 25 percent with an average total cumulative score of 37 percent. The average total combined cumulative score of 36 percent for the Required Supervision Course and the average total combined cumulative score of 37 percent for the 1-1½ Day Seminar Each Semester seems to indicate

TABLE VII
METHODS AGREED AS HAVING BEEN MOST EFFECTIVE AMONG THREE
GROUPS OF EDUCATORS COMBINED CUMULATIVE
PERCENTAGE SCORES

COMPETENCIES COOPERATING TEACHERS SHOULD HELP STUDENT TEACHERS WORK TOWARD DEVELOPING DURING THE STUDENT TEACHING EXPERIENCE (N = 36)	METHODS		
	Super.* Course, Require Percent Score	Super.** Course, Option. Percent Score	1-1½ Day*** Seminar Each Sem. Percent Score
8. Provide educational experiences taking into account cultural and environmental differences of the students.	44	17	37
36. Select educational experiences which relate to age, previous knowledge, cultural background, and community background of her students.	27	19	37
53. Provide opportunities for all students to experience some degree of satisfaction and success.	31	28	33
11. Provide opportunities for students to generalize learnings which contribute to positive self-concept and self-realization.	50	30	33
27. Provide educational experiences enabling learners to obtain competence in human relations conducive to the development of self-confidence.	31	42	25
32. Use various forms of verbal and non-verbal communications in the classroom.	27	22	30
43. Involve students using participation in a variety of educational experiences.	36	28	36
44. Use a variety of teaching techniques and resources that will achieve the desired behavioral outcome.	36	31	31

TABLE VII (Continued)

COMPETENCIES COOPERATING TEACHERS SHOULD HELP STUDENT TEACHERS WORK TOWARD DEVELOPING DURING THE STUDENT TEACHING EXPERIENCE (N = 36)	METHODS		
	Super.* Course, Require Percent Score	Super.** Course, Option. Percent Score	1-1½ Day*** Seminar Each Sem. Percent Score
46. Use a variety of educational experiences which contribute to the quality and depth of learning in the application of principles.	37	31	41
49. Use a variety of room arrangements conducive to interaction and communication.	36	31	33
37. Provide opportunities for students to verbalize the generalizations that evolve from the educational experiences.	34	28	36
38. Familiarize herself with various types of educational experiences and select the most appropriate teaching technique for the specific group one is teaching.	34	33	36
48. Make adjustments needed to provide a physical environment conducive to learning.	34	31	26
45. Revise initial plans according to the individual needs of the students and the limitations of the situations.	37	37	37
56. Guide students in the process of self-evaluation.	42	25	46
Average combined cumulative percentage score for each method.	36	29	37

*Supervision course, required.

**Supervision course, optional.

***1-1½ Day Seminars, Each Semester.

these two methods as having been somewhat effective help from teacher education institutions for the home economics cooperating teachers in helping home economics student teachers develop the selected competencies during the student teaching experience.

The home economics college supervisors from three teacher education institutions did make comments that they were revising their requirements for cooperating teachers. They anticipate by fall semester, 1972, each cooperating teacher for home economics would be required to have a course in Supervision of Home Economics Student Teachers.

The data revealed a combination of methods -- Required Supervision Course and 1-1½ Day Seminar Each Semester -- that the teacher education institutions have implemented had been effective, at least one-third of the time. A combination of methods may be more effective in aiding cooperating teachers and school systems than just one of the methods.

Techniques Believed Most Effective by the Educators

The second part of the questionnaire, section one requested the respondents to check in Column I -- Techniques That Have Been Implemented Column, as seen in Table VIII, the item that best describes the techniques the teacher education institutions have implemented for home economics cooperating teachers to help them in becoming competent. The techniques checked were to have been techniques that each educator believed the teacher education institutions have implemented to aid home economics cooperating teachers more competently help the home economics student teacher toward growth in the 15 selected competencies identified (see Table V).

TABLE VIII

TECHNIQUES IMPLEMENTED AND TECHNIQUES RECOMMENDED
FOR IMPLEMENTATION IN DEVELOPING COMPETENCIES,
CUMULATIVE PERCENTAGE SCORES
(N = 12 CS*) (N = 12 CT**) (N = 12 SP***)

TECHNIQUES	Techniques Have Been Implemented			Techniques Recommended For Implementation		
	Percent Score			Percent Score		
	CS*	CT**	SP***	CS*	CT**	SP***
1. Remote supervision by T.V.	--	--	--	43	25	25
2. Video-tapes and tele-conferences, no visitations.	--	--	--	17	43	25
3. Tele-conference supervision, only.	--	--	--	17	43	25
4. Audio-tape recording of the student teacher teaching sent to College Supervisor for analysis, no visi- tations.	--	--	--	8	17	33
5. Traditional supervision, including visitations by College Supervisor followed by conference with student teacher(s) and cooperating teacher(s), then a three way conference.	83	100	67	50	33	43
6. Traditional supervision by College Supervisor plus viewing and discus- sion of selected films, video-tapes of experienced teachers using selected teaching strategies.	33	43	17	50	33	50
7. Traditional supervision by College Supervisor plus student teachers viewing video-tapes of their own teaching behavior and critiquing with College Supervisor.	25	58	43	75	50	67
8. Planned pre-professional learning experiences prior to student teach- ing, beginning sophomore year, con- tinuing each year until student teaching experience.	43	58	17	67	67	58
9. Preplanned pre-professional learning experiences beginning at the time the student declares her major and con- tinues each year without the student teaching period.	17	8	8	8	25	33

TABLE VIII (Continued)

TECHNIQUES	Techniques Have Been Implemented			Techniques Recommended For Implementation		
	Percent Score			Percent Score		
	CS*	CT**	SP***	CS*	CT**	SP***
10. Internship, one full year under an experienced teacher, during senior year (fourth year).	--	--	--	43	25	17
11. Internship, one full year under an experienced teacher, during senior year (fourth year) including a seminar once a week with College Supervisor as leader.	--	--	--	25	43	17
12. Internship, upon completion of the four year course work, one full year under an experienced teacher (fifth year).	--	--	--	33	43	50
13. Traditional supervision, including class visitations by College Supervisor, followed by conferences with student teacher(s), cooperating teacher(s), and school principal, and, in addition, a weekly seminar with College Supervisor as leader.	17	--	33	25	25	33
14. Interaction Analysis.	17	33	33	58	58	58
15. Individualized Independent Packet prepared by College Supervisor for the Cooperating Teacher.	8	--	8	58	58	58
16. Pre-planned individual conferences with cooperating teacher, without visiting student teacher.	17	8	25	8	8	17
17. College Supervisor teaches seminar for Cooperating Teachers and visitations to the school only upon invitation of the student teacher(s), cooperating teacher(s), or school principal.	--	--	--	50	50	50

*College Supervisor's cumulative percentage score within the group.

**Cooperating Teacher's cumulative percentage score within the group.

***School Principal's cumulative percentage score within the group.

Out of the 17 techniques listed in Table VIII, only seven techniques were checked by each of the three groups and two others were checked by home economics college supervisors and school principals but not home economics cooperating teachers. The cumulative response score of 83 percent representing home economics college supervisors indicated that the traditional supervision, including visitations by college supervisor followed by conferences with student teacher, cooperating teacher, and then a three-way conference as the most effective. The home economics cooperating teachers with their 100 percent and the school principals with 67 percent indicated the traditional supervisory method as described above had been most effective. The majority of home economics cooperating teachers (58 percent) indicated the traditional supervisory methods with the addition of student teachers viewing their own teaching behavior through video tapes, and planned pre-professional learning experiences prior to student teaching as two techniques they believed the teacher education institutions had used that had been effective.

The school principals with 43 percent indicated the traditional supervisory method with student teacher viewing her own teaching behaviors through video tapes had been effective in their school. School principals by their 33 percent response to the traditional supervisory method, with the addition of a weekly seminar with the home economics college supervisor as leader, and interaction analysis seemed to give an indication that other techniques had been effective. Further analysis, also indicated that the school principals have had experience in their schools with some of the other techniques as effective (see Table VIII) such as, interaction analysis; traditional supervision by college

supervisor plus student teacher viewing video tapes of their own teaching behavior and critiquing with the cooperating teacher; and pre-planned individual conferences with cooperating teacher, without visiting student teacher.

Several of the educators in the study commented that there were some innovations listed with which they were not familiar. However, they seemed to indicate by these comments that if they knew more about the techniques they would, in all probability, be interested in learning about their educational value and learning how to use the techniques with student teachers.

There seemed to be four of the seven techniques checked by the three groups of educators that they believed had been most effective in aiding the cooperating teacher guide the student teacher toward developing the selected 15 competencies. The four are: (1) Traditional supervision, including visitations by the college supervisor followed by conferences with student teacher(s), cooperating teacher(s), and then followed by a three-way conference; (2) Traditional supervision by college supervisor plus student teachers viewing video tapes of their own teaching behavior and critiquing with college supervisor; (3) Planned pre-professional learning experiences prior to student teaching, beginning sophomore year, continuing each year until student teaching experience is scheduled; and (4) Traditional supervision by college supervisor plus viewing and discussion of selected films and video tapes of experienced teachers using selected teaching strategies.

Techniques Recommended by Three Groups of
Educators for Implementation for
Preparing Home Economics
Cooperating Teachers

Each group of educators was asked to check in Column II -- Techniques Recommended for Implementation Column, as shown in Table VIII, in second section, part two of the questionnaire (see Appendices F, G, and H). Items were to be checked that each group would like to have implemented by the teacher education institutions that would help them in becoming more competent as they guide student teachers toward growth of the 15 selected competencies.

The range of cumulative percentage scores for the home economics college supervisors, related to the techniques, was 75 percent to 8 percent. From the percentages shown on Table VIII under Techniques Recommended for Implementation Column for the home economics college supervisors, it seemed evident that they are willing to experiment and to implement innovative supervisory techniques. Seventy-five percent of the home economics college supervisors checked the traditional supervisory technique with the student viewing video tapes of their own teaching behavior as desirable. They were indicating by a 67 percent response that planned pre-professional experiences would be considered in the designing of newer techniques. Those techniques receiving 58 percent agreement score were interaction analysis and individualized independent packets prepared for the home economics cooperating teacher by the home economics college supervisor to help the home economics cooperating teachers become more competent as she assumes major

responsibility for the student teachers growth in the 15 competencies during the student teaching experience.

The home economics cooperating teachers' cumulative percentage scores ranged from 67 percent to 8 percent. It becomes clear, in Table VIII, the home economics cooperating teachers indicated by the majority of their responses to the newer innovative techniques that they were willing to experiment with supervisory techniques. Approximately two-thirds (67 percent) of the home economics cooperating teachers checked the planned pre-professional learning experiences prior to student teaching beginning the sophomore year, continuing each year until time for the student teaching, as the one technique they were interested in having implemented. They were, also, interested in two techniques, interaction analysis, 58 percent agreement, and individualized independent packets, also 58 percent, prepared by the home economics college supervisor for the home economics cooperating teacher. Fifty percent of the cooperating teachers checked the traditional method plus student teachers viewing video tapes of their teaching behavior and critiquing with the college supervisor as desirable.

The cumulative percentage scores for school principals ranged from 67 percent to 17 percent (see Table VIII). The school principals (67 percent) indicated an interest in the traditional supervisory technique plus the student teacher viewing her teaching behaviors through video tapes and critiquing with the college supervisor. Interaction analysis, individualized independent packets, and planned pre-professional learning experiences prior to student teaching were three innovative techniques in which the school principals were interested. The school

principals seemed to be willing to have newer techniques implemented during the student teaching experience.

It was interesting to note that all three groups seemed interested in the seminar taught for cooperating teachers by the college supervisor with visitations to the school only upon invitation of the student teacher, cooperating teacher, or school principal (see Table VIII). In each group, 50 percent or one-half of each group indicated an interest in this innovative idea.

After the analysis of each group separately, the three groups were combined for further analysis. The combined cumulative percentage scores for each of the techniques that educators believe should be implemented by the teacher education institutions were calculated as each idea was checked by each of the educators in the three groups (see Table IX).

Role Each Educator Should Assume

The third part of the questionnaire included a question asking each group of educators -- home economics college supervisors, home economics cooperating teachers, and cooperating school principals -- to give an indication of the role they should assume in the future during the student teaching experience of the teacher education program. The investigator presents the comments made by each group and presents a summarizing paragraph following each group discussion of the role each believes each should assume.

TABLE IX
 TECHNIQUES IMPLEMENTED AND TECHNIQUES RECOMMENDED
 FOR IMPLEMENTATION IN DEVELOPING COMPETENCIES
 COMBINED CUMULATIVE PERCENTAGE SCORES
 (N = 36)

TECHNIQUES	Techniques Have Been Implemented Combined Cumulative Percent Score*	Techniques Recommended For Implementation Combined Cumulative Percent Score**
1. Remote supervision by T. V.	0	31
2. Video-tapes and tele-conferences, no visitations.	0	26
3. Tele-conference supervision, only.	0	26
4. Audio-tape recording of the student teacher sent to College Supervisor for analysis, no visitations.	0	16
5. Traditional supervision, including visitations by College Supervisor followed by conferences with student teacher(s) and cooperating teacher(s), then a three way conference.	63	43
6. Traditional supervision by College Supervisor plus viewing and discussion of selected films, video-tapes of experienced teachers using selected teaching strategies.	31	44
7. Traditional supervision by College Supervisor plus student teacher viewing video-tapes of their own teaching behavior and critiquing with College Supervisor.	42	64
8. Planned pre-professional learning experiences prior to student teaching, beginning sophomore year, continuing each year until student teaching experience.	36	64
9. Preplanned pre-professional learning experiences beginning at the time the student declares her major and continues each year without the student teaching period.	11	22
10. Internship, one full year under experienced teacher, during senior year (fourth year).	0	26

TABLE IX (Continued)

TECHNIQUES	Techniques Have Been Implemented Combined Cumulative Percent Score*	Techniques Recommended For Implementation Combined Cumulative Percent Score**
11. Internship, one full year under an experienced teacher, during senior year (fourth year) including a seminar once a week with College Supervisor as leader.	0	26
12. Internship, upon completion of the four year course work, one full year under an experienced teacher (fifth year).	0	42
13. Traditional supervision, including class visitations by College Supervisor, followed by conferences with student teacher(s), cooperating teacher(s), and school principal, and, in addition, a weekly seminar with College Supervisor as leader.	17	26
14. Interaction Analysis.	26	58
15. Individualized Independent Packets prepared by College Supervisor for the Cooperating Teacher.	5	58
16. Pre-planned individual conferences with cooperating teachers, without visiting student teacher.	17	11
17. College Supervisor teaches seminar for Cooperating Teachers and visitations to the school only upon invitation of the student teacher(s), cooperating teacher(s), or school principal.	0	50

*Combined cumulative percentage scores among the three groups of educators.

**Combined cumulative percentage scores among the three groups of educators.

Home Economics College Supervisors

The comments relative to the role they anticipate and believe they should assume in the future during the student teaching phase of the teacher education programs were very similar. Although some of the college supervisors expressed their ideas differently, the following statements represent some of the beliefs of 10 of the 12 who replied to the subjective question in the questionnaire (see Appendix I). The home economics college supervisors ought to be in a consultant capacity that will help to facilitate learnings by being a mediator, communications specialist, and a curriculum assistant. The college supervisor must be flexible and adaptable within individual student teaching center situations, especially if she believes in helping the individual.

One home economics college supervisor identified her role as one of leadership, evaluator, and resource person. The college supervisor's role will continue to be supportive, to give help in guidance, and to be reassuring to both the cooperating teacher and the student teacher.

Another college supervisor believes that more responsibility must be given to the cooperating teachers and cooperating school system. However, if this is done, the teacher education institution may need to plan more inservice education programs for cooperating teachers, become a facilitator rather than a supervisor, work more with the cooperating teachers than student teachers, and develop a more systematic procedure in identifying potentially effective home economics cooperating teachers, as well as more effective and efficient placement of student teachers.

Several of the college supervisors in home economics believe their role is to work more toward individualized experiences. The college

supervisor's role might include diagnosis, prescription, designing simulated experiences, and guidance. To develop this type of role for the home economics college supervisor, she and the cooperating teacher will need to develop into a team, which during the student teaching experience works toward the enhancement of the student teacher's self-directed growth and evaluation.

Home Economics Cooperating Teachers

Among 12 educators who replied, 8 of the 12 home economics cooperating teachers believe they should concentrate on helping the student teacher learn "how to teach the individual." They should be resource persons and be able to suggest materials that the student teacher might be able to use in her classes. The cooperating teacher should have a yearly plan, unit plans, and daily lesson plans to show the student teacher that might "give her a total picture of the home economics program" in the school where she is doing her student teaching (see Appendix J).

Other home economics cooperating teachers suggested that they should help the student teacher to increase her self-awareness and to increase her ability to evaluate her own efforts. They should provide the proper catalyst for helping student teachers develop their potentialities, give constructive criticism, and provide opportunities for her to experiment with techniques, helping her to understand that some of her experiments may be failures, although hopefully, most of them will be successes.

Two or three of the cooperating teachers seem to insist that the personal contacts that they and the student teachers have with the

college supervisor are most important and hopefully these contacts will not become something of the past. They, also, believe the student teachers should come to the student teaching experience proficient in the mechanics, i.e., making lesson plans, developing evaluation devices, and knowing how to operate the audio-visual equipment.

Cooperating School Principals

A very few of the 12 principals indicated what they believed they should assume as their role during the student teaching period. Only four of the 12 returning the questionnaires wrote ideas relative to the subjective question three of the questionnaire (see Appendix K).

Two of the cooperating school principals noted that they believed their most important role was that of orienting the student teacher to the school, school policies, and school procedures. One of those two called it inservice orientation. The same two principals believed that they should have mid-term conferences, as well as, a conference at the end of the student teaching experience with the student teachers.

Another principal suggested that he observe the student teacher at least twice and hold at least two joint conferences with the student and the cooperating teacher. The same principal, also, believed that he should require at least one student teacher self-evaluation recorded on a video tape recorder.

One of the principals thought that the informal visitations they could have with the student teacher would help the student teacher feel more at home and a part of the school. In such informal visits, he believed he was able to offer help that might be needed in a much more relaxed atmosphere.

One of the other principals believed his role was an integral part of the total supervisory process. He is in a position to view the relationship between the cooperating teacher and the student teachers, and if need be, help make the relationship more pleasant. He, also, thought he should evaluate the student teacher from his observations in light of the school policies and procedures.

Summary

The 52 opinionnaire responses from those sent to 78 educators -- home economics college supervisors, home economics cooperating teachers, and cooperating school principals -- were analyzed to determine the combined frequency responses and the combined cumulative percentage scores of the 58 student teaching competencies to select the statements which received the highest combined cumulative percentage of agreement from the three groups of educators. The findings were analyzed in five parts according to the objectives of the study.

Fifteen competency statements received 90 percent or higher agreement as the competencies the home economics cooperating teachers and school systems could assume as their major responsibility during the student teaching experience. A chi square analysis, of each of the 58 student teaching competency statements, indicated so much agreement on 56 of the competency statements that there was no significant difference in opinion among the three groups of educators. The two competencies on which there was a significant difference of opinion were:

- (1) Plan educational experiences that reflect the student's ethnic background and
- (2) Use of home economics research in instructional planning.

The techniques and methods believed to have been most effective by the three groups of educators in preparing home economics cooperating teachers to assume responsibility for helping the student teacher develop in the 15 selected competency statements were: (a) Required Supervision Course; (b) Optional Supervision Course; and (c) 1-1½ Day Seminar Each Semester.

The three groups of educators each checked seven techniques as having been implemented by the teacher education institutions with whom they were working. Three techniques checked, by at least one-third of the three groups of educators, were: (a) Traditional supervision, including visitation from the college supervisor, with conference, with the student teacher(s) and the cooperating teacher(s), then followed by a three-way conference; (b) Traditional supervision by college supervisor plus student teachers viewing video tapes of their own teaching behavior and critiquing with the college supervisor; and (c) Planned pre-professional learning experiences prior to student teaching, beginning the sophomore year, continuing each year until time for the student teaching experience.

From the data analyzed in part two, section two, of the opinionnaire, at least 50 percent or one-half of educators in the three groups recommended that the teacher education institutions implement five of the 17 techniques listed in the questionnaire. The five techniques were: (a) Traditional supervision by college supervisor plus student teacher viewing video tapes of her teaching behavior and critiquing with the college supervisor; (b) Planned pre-professional learning experiences prior to the student teaching, beginning sophomore year, continuing each year until time for the student teaching experience; (c)

Interaction analysis; (d) Individualized independent packets prepared by the college supervisor for the cooperating teacher; and (e) College supervisor teaches seminar for the cooperating teachers and visitations to the school only upon invitation of the student teacher(s), cooperating teacher(s), or the school principal.

In analyzing the data for part three of the questionnaire, among the comments made by the three groups of educators -- home economics college supervisors expressed the opinion that they should be leaders, evaluators, and resource personnel; home economics cooperating teachers believe they should concentrate on helping the student teacher learn "how to teach the individual"; and cooperating school principals felt their most important role was that of orienting the student teacher to the school, school policies, and school procedures.

Chapter V will present the summary, conclusions, and recommendations of the study.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Since the researcher has been aware that student teachers are under the influence of the cooperating teachers and the school systems the major portion of the student teaching experience phase of the teacher education program, the researcher initiated this study to discover ways to give the cooperating teachers major responsibilities during this phase of the teacher education program. The researcher's concern led her to the identification of student teaching competencies and the identification of selected student teaching competencies which cooperating teachers and school systems could assume as their major responsibility. The responsibility would be to help guide the student teacher toward growth in the selected student teaching competencies during the student teaching experience. The researcher was, also, interested in the identification of methods and techniques that have been effective in helping the cooperating teacher assume these major responsibilities. The researcher was concerned with the identification of newer innovative techniques that would aid the cooperating teacher in becoming more competent as she assumes these major responsibilities during the student teaching phase of the teacher education programs.

Participants in the study were randomly selected from the home economics college supervisors, home economics cooperating teachers, and

cooperating school principals that 13 of the 14 land-grant institutions in Regions VI and VII used during fall semester, 1971. It was arbitrarily decided to randomly select 26 individuals from each of the three groups of educators, a total of 78 participants.

The student teaching competency opinionnaire was developed by the researcher. The competency statements in the opinionnaire the researcher developed were based on the document published following a seminar entitled Home Economics Education Objectives and Generalizations Related to Selected Concepts (Kruetz and Anthony, n.d.). The opinionnaire was sent to a panel of 15 judges -- five teacher-educators, five cooperating teachers, and five cooperating school principals -- to help discriminate competency statements. With only two-thirds of the panel members marking the competency statements according to the directions enclosed with the opinionnaire, it was not possible to do an item analysis that would be valid. The researcher was able to review, refine, and delete the competency statements from 70 to 58 based upon the comments made by the panel of judges. From the 78 opinionnaires mailed out 52 were returned or 70 percent.

The opinionnaire, returned by 52 educators, was analyzed by having cards punched for computer analysis. Frequency response count was made for each group of educators and changed into a percentage score for each competency statement. From the frequency response count for each group of educators for each statement, the combined cumulative frequency responses and the combined cumulative percentage scores, for all three groups, were calculated for each competency statement. The statements on the opinionnaire that received a combined cumulative agreement score of 90 percent or higher from the three groups of educators were selected

as the competencies cooperating teachers and school systems could assume as their major responsibility for helping student teachers develop during the student teaching experience. There were 15 competency statements that received a combined cumulative agreement of 90 percent or higher from the three groups of educators. The chi square was employed on all 58 competency statements to discover if differences in opinion occurred among the three groups of educators regarding each competency statement. There were two statements which were significantly different.

The 15 selected competency statements formed the basis of the questionnaire. The questionnaire was composed of three parts with part two in two sections. Part one identified the methods the three groups of educators believed the teacher education institutions have used most effectively in helping cooperating teachers guide the student teacher during the student teaching phase. Part two, section one of the questionnaire, listed 17 techniques and the three groups were asked to check the techniques that best describe those the teacher education institutions have implemented effectively to aid cooperating teachers help student teachers develop the 15 selected competencies during the student teaching experience. Part two, section two of the questionnaire, listed the same 17 techniques and the three groups of educators were asked to check the techniques that best describe those they would like the teacher education institution to implement to aid the cooperating teachers toward development of the 15 competency statements. Part three, a subjective question, asked each respondent to describe the role he should assume, in the future, in the student teaching experience of the teacher education programs. The researcher used the combined cumulative

percentage scores for parts one and two in the analyses and the researcher interpreted the responses given to the subjective question in part three. The questionnaire was mailed to 52 educators and 36 returned their questionnaire, or 69 percent of the questionnaires were returned.

The final objective of the study was to formulate recommendations for innovative techniques for preparing the cooperating teachers in developing proficiency for assuming the major responsibility for guiding the student teacher toward developing the 15 competencies during the student teaching experience. In order for this to be done, it seems as though supervisory roles of the three groups of educators may need to become more definitive to give the cooperating teacher major responsibility for the student teachers. From all of the information the researcher received, it seemed that each group was ready for better definitive supervisory roles.

Conclusions

The following conclusions were drawn from the analysis of the data:

- (1) The three groups of educators were in agreement on the 56 competency statements and in disagreement with 2 of the 58 competency statements. The basic disagreement may be among the three groups of educators or it may be a misunderstanding of the statement of the two competencies. Since 58 chi squares were run, the two could have been significant through chance.
- (2) With so much agreement among the three groups of educators concerning the student teaching competencies as important,

the home economics college supervisors, home economics cooperating teachers, and school principals seemingly were implying a willingness to accept a clearer definition of their supervisory roles in the student teaching process.

- (3) The researcher has been led to conclude, after the analysis of the 56 non-significant competency statements, that the home economics college supervisors, with an average percentage score of 85.12, and the school principals, with an average percentage score of 84.20, seemed to be more influential in determining the 15 selected student teaching competencies than were the home economics cooperating teachers with an average percentage score of 75.76 percent.
- (4) The questionnaire, in section two of part two, indicated home economics cooperating teachers and school principals desire to learn more about the innovative techniques unfamiliar to them; therefore, home economics college supervisors need to implement inservice education seminars, conferences, or workshops to teach home economics cooperating teachers and school principals how to use the techniques with student teachers to receive the greatest benefit and values the techniques offer. The home economics college supervisors, by their comments on the subjective question in part three, disclosed that they believe they could become more effective in improving the quality of the student teaching experiences through

in-depth inservice education seminars, conferences, and workshops for the home economics cooperating teachers and cooperating school administrators.

- (5) The home economics cooperating teachers and school principals indicated by their comments on the subjective question of the questionnaire that they were willing to accept the role of guiding the student teachers toward growth in the selected 15 competency statements during the student teaching period.
- (6) The participants in the study seemed to show a concern for learning how to become more competent in working with student teachers. The cumulative percentage responses for Techniques Recommended for Implementation (Table IX) seemed to indicate an interest in learning more about the techniques unfamiliar to them and to learn how to use the techniques with the student teacher. Consequently, it was felt that each group of educators was willing to take an objective look at their supervisory role.
- (7) The two competencies which had a significant difference as to who could assume major responsibility indicate such possibilities as confusion among the educators as to which role they should assume and/or a misinterpretation of the competency statements. The two statements were:
 21. Plan educational experiences that reflect the student's ethnic background.
 24. Use home economics research in instructional planning.

- (8) The three groups of educators seemed to imply home economics cooperating teachers could assume major responsibility for the development of Concept IV -- **Educative Process in Teaching Home Economics** -- through the 15 selected competencies. The commonalities among the 15 competencies were related to student motivation, student needs, and student involvement. Other commonalities were educational experiences, teaching techniques, and evaluation -- all of which were sub-concepts under Concept IV in the document published by Kruetz and Anthony (n.d.).
- (9) The techniques rated by the three groups of educators as those the majority would like for teacher education institutions to implement were:
- (a) Traditional supervision by college supervisor plus student teachers viewing video tapes of their own teaching behavior and critiquing with the college supervisor --- indicated by an average of 64 percent for the three groups of educators.
 - (b) Planned pre-professional learning experiences prior to student teaching beginning sophomore year, continuing each year until the time for the student teaching experience --- indicated by an average of 64 percent for the three groups of educators.
 - (c) Interaction analysis --- indicated by an average of 58 percent for the three groups of educators.

- (d) Individualized independent packets prepared by the college supervisor for the cooperating teachers --- indicated by an average of 58 percent for the three groups of educators.

Recommendations

The findings of the study seem to justify further investigation into the two competencies which indicated a significant difference in opinion at the .05 level as to who could assume the responsibility for the development of the two competencies. The two competency statements were:

21. Plan educational experiences that reflect the student's ethnic background.
24. Use home economics research in instructional planning.

The following recommendations are offered by the researcher for further investigation in the clarification of the supervisory roles for home economics college supervisors, home economics cooperating teachers, and school principals during the student teaching experience of the teacher education programs:

- (1) The study should be replicated using other regions of the country as defined by the U. S. Office of Education. Results of this study indicated so much agreement among the three groups of educators for transferring major responsibility for the development of the 15 student teaching competencies to home economics cooperating teachers and cooperating school systems rather than continue using only the visitations by the college supervisors, the

question arises as to whether or not the same results would occur by replicating the study using other regions of the country.

- (2) Research needs to be done in more definitive aspects of the study, i.e., which method would be most effective to accomplish each of the competencies.
- (3) Research needs to be initiated with more sensitive instruments that will find out who should assume responsibility for the remainder of the 58 competencies.
- (4) Research needs to be done relative to inservice education seminars, conferences and workshops to determine whether or not the home economics cooperating teachers and the cooperating school systems (a) would become more competent in helping student teachers and would make the supervisory role transition easier for working with the student teacher and (b) will accomplish the task of helping each group of educators to more easily define their supervisory roles for the supervision of student teachers in the teacher education programs.
- (5) It is further recommended, in light of the comments and beliefs of home economics cooperating teachers, that teacher education institutions and cooperating school systems work together in designing and implementing 1-1½ day seminars each semester and/or 1-2 day seminars during the extended employment period for home economics cooperating teachers.

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APPENDIX A

CORRESPONDENCE AND REGIONS VI AND VII

LAND-GRANT INSTITUTIONS CONTACTED

March 17, 1972

Dr. _____, Chairman
Department of Home Economics Education
College of Home Economics

Dear Dr. _____:

Due to the rapidity of change in our society, teacher education has been one of the educational areas challenged to innovate ways that will give the student an opportunity to plan a more flexible, creative, and relevant program. Since one aspect of teacher education is the supervision of student teachers, I am planning to investigate the possibility of a role change for the cooperating teacher as she is more familiar with the needs of her students and is in closer contact with the student teacher during the student teaching experience than is the college supervisor.

The purposes of my doctoral study are: (a) identify the student teaching competencies that the Home Economics Supervisors might expect the Home Economics Cooperating Teachers and the School Principals to assume as their major responsibility during the student teaching experience, (b) identify the student teaching competencies that the Home Economics Cooperating Teachers and the School Principals believe that they might assume as their major responsibility during the student teaching experience as opposed to the Home Economics College Supervisors assuming them, and (c) determine innovative methods that have been implemented, are being implemented, and/or are being considered or suggested to assist Home Economics Cooperating Teachers and School Principals to encourage the Home Economics Student Teachers to work toward the development of the competencies during the student teaching experience.

Therefore, I am asking for your help in the research project by sending to me the names and addresses of your Home Economics Teacher Educators who are involved in off-campus supervision of student teachers and a list of the Home Economics Cooperating Teachers and the School Principals of the cooperating schools that your institution used Fall Semester, 1971. A randomly selected sample from each of the three groups will be drawn to participate in the study. A stamped,

self-addressed envelope is enclosed for your convenience. I should like to receive these names and addresses by March 31, 1972.

The results of the investigation will be made available to you upon the completion of the study, if you desire a copy.

Your kind help in this request will be appreciated.

Sincerely yours,

Jean M. Kallenberger
Doctoral Candidate
Home Economics Education

Dr. Elaine Jorgenson
Major Adviser
Home Economics Education

REGION VII:

IOWA:	Chairman, Home Economics Education College of Home Economics Iowa State University Ames, Iowa	50010
KANSAS:	Chairman, Home Economics Education College of Education Kansas State University Manhattan, Kansas	66502
MISSOURI:	Chairman, Home Economics Education University of Missouri Columbia, Missouri	65201
	Chairman, Home Economics Education Lincoln University Jefferson City, Missouri	65101
NEBRASKA:	Chairman, Education and Family Resources College of Home Economics University of Nebraska Lincoln, Nebraska	68503

APPENDIX B

CORRESPONDENCE AND OPINIONNAIRE SENT
TO THREE GROUPS OF EDUCATORS

P. O. Box 442
Stillwater, Oklahoma 74074
April 19, 1972

As a Home Economics Education doctoral candidate, Oklahoma State University, I am soliciting your help in my research study. With your participation, I would like to identify:

- (a) student teaching competencies that Home Economics Teacher Educators could expect Secondary Home Economics Cooperating Teachers and Secondary School Principals to assume as their major responsibilities for the guidance of the student teacher toward the development of each competency during the student teaching experience and
- (b) student teaching competencies that Secondary Home Economics Cooperating Teachers and Secondary School Principals believe each could assume as their major responsibilities for the guidance of the student teacher toward the development of each competency during the student teaching experience.

Upon receiving the opinionnaire from you, the responses will be tabulated identifying the competencies which receive mutual agreement. Then you will be sent a questionnaire to help identify innovative techniques that have been implemented, are being implemented, or are being considered or suggested to help prepare the Secondary Home Economics Cooperating Teacher to guide the student teacher toward the development of the competencies identified.

Will you please return the OPINIONNAIRE to me in the enclosed postage-paid, self-addressed envelope by April 28, 1972. Your promptness in returning the OPINIONNAIRE will be greatly appreciated. Thank you.

Sincerely yours,

Jean M. Kallenberger
Doctoral Candidate
Home Economics Education

FORM NO. _____

OPINIONNAIRE

Educators have different ideas about what they believe regarding the responsibilities of the cooperating teacher, the school principal, the student teacher, and the student teaching competencies. Indicate your response to each statement in the appropriate column by placing a **CIRCLE** around the **NUMBER** that best represents to what extent you, the Cooperating Teacher, believe you should assume as your major responsibility toward the guidance or development of each competency described during the student teaching period. Please keep in mind the limited amount of time the student teachers spend in the cooperating schools.

DEFINITION:

Competence: a behavioral outcome of the educational preparation that the individual should attain and which is considered essential for the performance of the various roles of home economics teachers.

KEY:

By **CIRCLING** one of the five numbers you, the Cooperating Teacher, have indicated the extent you believe the Cooperating Teacher:

- (1) **STRONG DISAGREEMENT** --- SHOULD NOT assume major responsibility toward the guidance or development of the competence.
- (2) **MODERATE DISAGREEMENT** - MIGHT NOT assume major responsibility toward the guidance or development of the competence.
- (3) **UNDECIDED** ----- MAY OR MAY NOT assume major responsibility toward the guidance or development of the competence.
- (4) **MODERATE AGREEMENT** ---- MIGHT assume major responsibility toward the guidance or development of the competence.
- (5) **STRONG AGREEMENT** ----- SHOULD assume major responsibility toward the guidance or development of the competence.

1	2	3	4	5
STRONG DIS- AGREEMENT	MODERATE DIS- AGREEMENT	UNDECIDED	MODERATE AGREEMENT	STRONG AGREEMENT

EXAMPLE:

COLUMN					COMPETENCY STATEMENT
1	2	3	(4)	5	1. Identify contemporary social forces and practices which affect home economics programs.
(CIRCLING "4" means you "MODERATELY AGREE" that you, the Cooperating Teacher, believe you should assume major responsibility toward the guidance or development of the competency described during the student teaching period.) USE SOFT LEAD PENCIL TO CIRCLE NUMBER.					

OPINIONNAIRE

Educators have different ideas about what they believe regarding the responsibilities of the cooperating teacher, the school principal, the student teacher, and the student teaching competencies. Indicate your response to each statement in the appropriate column by placing a CIRCLE around the NUMBER that best represents to what extent you, the Home Economics Teacher Educator, believe that the Home Economics Cooperating Teacher and the School Principal should assume as their major responsibility toward the guidance or development of each competency described during the student teaching period. Please keep in mind the limited amount of time the student teachers spend in the cooperating schools.

DEFINITION:

Competence: a behavioral outcome of the educational preparation that the individual should attain and which is considered essential for the performance of the various roles of home economics teachers.

KEY:

By CIRCLING one of the five numbers you, the Home Economics Teacher Educator, have indicated the extent you believe the Home Economics Cooperating Teacher and the School Principal:

- (1) STRONG DISAGREEMENT --- SHOULD NOT assume major responsibility toward the guidance or development of the competence.
- (2) MODERATE DISAGREEMENT - MIGHT NOT assume major responsibility toward the guidance or development of the competence.
- (3) UNDECIDED ----- MAY OR MAY NOT assume major responsibility toward the guidance or development of the competence.
- (4) MODERATE AGREEMENT ---- MIGHT assume major responsibility toward the guidance or development of the competence.
- (5) STRONG AGREEMENT ----- SHOULD assume major responsibility toward the guidance or development of the competence.

1	2	3	4	5
STRONG DIS- AGREEMENT	MODERATE DIS- AGREEMENT	UNDECIDED	MODERATE AGREEMENT	STRONG AGREEMENT

EXAMPLE:

COLUMN					COMPETENCY STATEMENT
1	2	3	(4)	5	1. Identify contemporary social forces and practices which affect home economics programs.
<p>(CIRCLING "4" means you "MODERATELY AGREE" that the Cooperating Teacher and the School Principal <u>MIGHT</u> assume as their major responsibility toward the guidance or development of the competency during the student teaching period.) USE A SOFT LEAD PENCIL TO CIRCLE NUMBER.</p>					

FORM NO. _____

OPINIONNAIRE

Educators have different ideas about what they believe regarding the responsibilities of the cooperating teacher, the school principal, the student teacher, and the student teaching competencies. Indicate your response to each statement in the appropriate column by placing a CIRCLE around the NUMBER that best represents to what extent you, the School Principal, believe the Cooperating Teacher and the School Administrator should assume as their responsibilities toward the guidance or development described during the student teaching period. Please keep in mind the limited amount of time the student teachers spend in the cooperating schools.

DEFINITION:

Competence: a behavioral outcome of the educational preparation of the individual should attain and which is considered essential for the performance of the various roles of home economics teachers.

KEY:

By CIRCLING one of the five numbers you, the School Principal, have indicated the extent you believe the Cooperating Teacher:

- (1) STRONG DISAGREEMENT --- SHOULD NOT assume major responsibility toward the guidance or development of the competence.
- (2) MODERATE DISAGREEMENT - MIGHT NOT assume major responsibility toward the guidance or development of the competence.
- (3) UNDECIDED ----- MAY OR MAY NOT assume major responsibility toward the guidance or development of the competence.
- (4) MODERATE AGREEMENT ---- MIGHT assume major responsibility toward the guidance or development of the competence.
- (5) STRONG AGREEMENT ----- SHOULD assume major responsibility toward the guidance or development of the competence.

1	2	3	4	5
STRONG DIS- AGREEMENT	MODERATE DIS- AGREEMENT	UNDECIDED	MODERATE AGREEMENT	STRONG AGREEMENT

EXAMPLE:

COLUMN					COMPETENCY STATEMENT
1	2	3	④	5	1. Identify contemporary social forces and practices which affect home economics programs.
(CIRCLING "4" means you "MODERATELY AGREE" that you, the School Principal, believe the Cooperating Teacher should assume as her major responsibility toward the guidance or development of each competency described during the student teaching period.) USE SOFT LEAD PENCIL TO CIRCLE NUMBER.					

DURING THE STUDENT TEACHING PERIOD, THE STUDENT TEACHER SHOULD:

- 1 2 3 4 5 1. Develop a personal philosophy of home economics education through critical analysis and synthesis of one's own beliefs and values.
- 1 2 3 4 5 2. Demonstrate personal behavior relevant to the basic aims of the teaching profession.
- 1 2 3 4 5 3. Demonstrate behavior consistent with the basic objectives of vocational home economics education programs.
- 1 2 3 4 5 4. Perceive that the teachers' values do affect another's behavior.
- 1 2 3 4 5 5. Identify personal values that give direction to constructive thought and action in teaching.
- 1 2 3 4 5 6. Identify personal values and beliefs which differ from those of students.
- 1 2 3 4 5 7. Identify specific behavioral implications of one's own beliefs and values in relation to the effects it might have on other ethnic groups.
- 1 2 3 4 5 8. Provide educational experiences taking into account cultural and environmental differences of the students.
- 1 2 3 4 5 9. Plan home economics programs so that developmental characteristics, needs, and concerns of the learners are considered in curriculum planning.
- 1 2 3 4 5 10. Identify specific ways that the teacher's acceptance of individual student differences affects interpersonal relationships in the classroom.
- 1 2 3 4 5 11. Provide opportunities for students to generalize learnings which contribute to positive self-concept and self-realization.
- 1 2 3 4 5 12. Plan the home economics programs cooperatively with students, other home economics teachers, other teachers in the school system, and school administrators.
- 1 2 3 4 5 13. Demonstrate integrity and professional ethics in interpersonal relationships with other educators.
- 1 2 3 4 5 14. Relate self-acceptance to one's acceptance of others.
- 1 2 3 4 5 15. Relate self-acceptance to effectiveness in communicating with others.
- 1 2 3 4 5 16. Relate communication effectiveness to success in interpersonal relationships.

- 1 2 3 4 5 17. Relate professional accomplishment to productive interpersonal relationships with students, associates, and administrators.
- 1 2 3 4 5 18. Use valid information about the community, the families, the learners, and the school in home economics education curriculum decisions.
- 1 2 3 4 5 19. Develop educational experiences which foster a variety of competences in students, including intellectual development, attitudinal development, value recognition, and skill development.
- 1 2 3 4 5 20. Serve as a link between the school and the community and as a member of the profession.
- 1 2 3 4 5 21. Plan educational experiences that reflect the student's ethnic background.
- 1 2 3 4 5 22. Observe the scope and sequential patterns of home economics programs in planning instruction.
- 1 2 3 4 5 23. Observe the scope and sequence principle in writing home economics programs reflecting changing social and economic needs of learners.
- 1 2 3 4 5 24. Use home economics research in instructional planning.
- 1 2 3 4 5 25. Develop home economics programs to assist students to understand and to solve problems in personal, home, and family situations.
- 1 2 3 4 5 26. Use educational experiences that provide opportunities for developing creativity.
- 1 2 3 4 5 27. Provide educational experiences enabling learners to obtain competence in human relations conducive to the development of self-confidence.
- 1 2 3 4 5 28. Cooperate with other faculty members in sharing talents, ideas, and equipment.
- 1 2 3 4 5 29. Work cooperatively with other home economics teachers and other faculty personnel to correlate individualized programs for students.
- 1 2 3 4 5 30. Participate in professional meetings.
- 1 2 3 4 5 31. Plan educational experiences for students to communicate in a one to one ratio or in groups.
- 1 2 3 4 5 32. Use various forms of verbal and non-verbal communication in the classroom.

- 1 2 3 4 5 33. Use voice inflection and intonation conducive to learning.
- 1 2 3 4 5 34. Observe reactions in students in verbal and non-verbal communication classroom situations.
- 1 2 3 4 5 35. Integrate forms of verbal and non-verbal communication in learning situations and evaluate the results.
- 1 2 3 4 5 36. Select educational experiences which relate to age, previous knowledge, cultural background, and community background of her students.
- 1 2 3 4 5 37. Provide opportunities for students to verbalize the generalizations that evolve from the educational experiences.
- 1 2 3 4 5 38. Familiarize herself with various types of educational experiences and select the most appropriate teaching technique for the specific group one is teaching.
- 1 2 3 4 5 39. Use sequential educational experiences leading to the achievement of selected behavioral objectives of the unit.
- 1 2 3 4 5 40. Involve students in developing behavioral objectives.
- 1 2 3 4 5 41. Pre-evaluate to determine the entering behavior of students.
- 1 2 3 4 5 42. Build educational experiences upon abilities, interests, and needs of the students.
- 1 2 3 4 5 43. Involve students using participation in a variety of educational experiences.
- 1 2 3 4 5 44. Use a variety of teaching techniques and resources that will achieve the desired behavioral outcome.
- 1 2 3 4 5 45. Revise initial plans according to the individual needs of the students and the limitations of the situations.
- 1 2 3 4 5 46. Use a variety of educational experiences which contribute to the quality and depth of learning in the application of principles.
- 1 2 3 4 5 47. Use teaching techniques in which the teacher is skilled and are suitable for the learners, behavioral objectives, and content to be taught.
- 1 2 3 4 5 48. Make adjustments needed to provide a physical environment conducive to learning.

- 1 2 3 4 5 49. Use a variety of room arrangements conducive to interaction and communication.
- 1 2 3 4 5 50. Create an atmosphere for learning by planning, developing, and using related visual aids.
- 1 2 3 4 5 51. Demonstrate competence in writing term, weekly, and daily instructional management plans, using at least one given format.
- 1 2 3 4 5 52. Identify the following four aspects of each daily lesson for each class taught:
- (a) performance objective for learner;
 - (b) learner educational experiences needed to enable learner to achieve performance objective;
 - (c) teacher preparation tasks that must be accomplished prior to teaching the class in order to plan what the learner must do to reach the specific objective; and
 - (d) specific human and material resources used to implement, enhance, enrich, or provide instruction for the given class period.
- 1 2 3 4 5 53. Provide opportunities for all students to experience some degree of satisfaction and success.
- 1 2 3 4 5 54. Use behavioral objectives as a basis for evaluation of student accomplishments.
- 1 2 3 4 5 55. Recognize the level of performance required by the behavioral objective and evaluate for that level of performance.
- 1 2 3 4 5 56. Guide students in the process of self-evaluation.
- 1 2 3 4 5 57. Evaluate the results of her teaching in light of her educational beliefs and the behavioral objectives established.
- 1 2 3 4 5 58. Identify with students researchable problems in home economics that will involve students in problem-solving behavior.

First Follow-up Post Card

May 3, 1972

!!MISSING!!

A COPY OF AN OPINIONNAIRE: STUDENT TEACHING COMPETENCIES

Your response identifying your opinions relative to the role Home Economics Cooperating Teachers should have in guiding the Student Teachers toward the development of the competencies during the student teaching period are very important for the research project. Won't you PLEASE take 20 to 30 minutes to complete the OPINIONNAIRE that was mailed to you April 21, 1972.

If you have mailed the OPINIONNAIRE, please disregard this request. THANK you for your help in my research.

Jean M. Kallenberger
Doctoral Candidate
P. O. Box 442
Stillwater, Oklahoma 74074

APPENDIX C

CORRESPONDENCE SENT TO THREE GROUPS
OF EDUCATORS

P. O. Box 442
Stillwater, Oklahoma 74074
May 11, 1972

My sincere THANKS to each of you for so graciously taking time to mark and return the OPINIONNAIRE. You have helped me to identify a list of competencies to be worked toward during the student teaching period. These competencies received an agreement of 90 percent or higher from three groups of educators: a) Home Economics Cooperating Teachers, b) Home Economics College Supervisors, and c) Cooperating School Principals.

A list of the competencies to be worked toward during the student teaching period by the student teachers with the aid of the Cooperating Teachers are listed under question one of the questionnaire. Please follow directions and check the items according to your own beliefs. If you have additional comments relative to the information requested, please do so in the space allowed.

Will you PLEASE return the QUESTIONNAIRE to me in the enclosed postage-paid, self-addressed envelope by May 22, 1972. I realize that this request is coming to you during one of the busiest times of the year; however, I will appreciate you taking time to help me complete my research project.

Thank you for the promptness in returning the information requested. Your help is greatly appreciated.

Sincerely yours,

Jean M. Kallenberger
Doctoral Candidate
Home Economics Education
Oklahoma State University

Second Follow-up Post Card

May 22, 1972

With the closing of the academic year, I'm sure that the questionnaire sent to you May 11, 1972 has gotten lost on your desk. Won't you please take time to fill it out for me? Your response is very important for the research project I am completing. I'm sorry that the questionnaire was mailed to you at this time of the year, but it was impossible to send it earlier.

If you have mailed the **QUESTIONNAIRE**, please disregard this request. **THANK** you for your help in my research.

Jean M. Kallenberger
Doctoral Candidate
P. O. Box 442
Stillwater, Oklahoma 74074

APPENDIX D

DESCENDING ORDER OF COMPETENCY STATEMENTS AS
RATED BY THE THREE GROUPS OF EDUCATORS

PERCENTAGE OF AGREEMENT ON THE FIFTY-EIGHT
COMPETENCIES AS RATED BY THE THREE
GROUPS OF EDUCATORS
(N-52)

	NUMBER TOTAL GROUP AGREE	COMBINED PERCENT AGREE
8. Provide educational experiences taking into account cultural and environmental differences of the students.	50	96.15
36. Select educational experiences which relate to age, previous knowledge, cultural background, and community background of her students.	49	94.23
53. Provide opportunities for all students to experience some degree of satisfaction and success.	49	94.23
11. Provide opportunities for students to generalize learnings which contribute to positive self-concept and self-realization.	48	92.31
27. Provide educational experiences enabling learners to obtain competence in human relations conducive to the development of self-confidence.	48	92.31
32. Use various forms of verbal and non-verbal communication in the classroom.	48	92.31
43. Involve students using participation in a variety of educational experiences.	48	92.31
44. Use a variety of teaching techniques and resources that will achieve the desired behavioral outcome.	48	92.31
46. Use a variety of educational experiences which contribute to the quality and depth of learning in the application of principles.	48	92.31
49. Use a variety of room arrangements conducive to interaction and communication.	48	92.31
37. Provide opportunities for students to verbalize the generalizations that evolve from the educational experiences.	47	90.38
38. Familiarize herself with various types of educational experiences and select the most appropriate teaching technique for the specific group one is teaching.	47	90.38

	NUMBER TOTAL GROUP AGREE	COMBINED PERCENT AGREE
48. Make adjustments needed to provide a physical environment conducive to learning.	47	90.38
45. Revise initial plans according to the individual needs of the students and the limitations of the situations.	47	90.38
56. Guide students in the process of self-evaluation.	47	90.38
2. Demonstrate personal behavior relevant to the basic aims of the teaching profession.	46	88.46
13. Demonstrate integrity and professional ethics in interpersonal relationships with other educators.	46	88.46
26. Use educational experiences that provide opportunities for developing creativity.	46	88.46
34. Observe reactions in students in verbal and non-verbal communication classroom situations.	46	88.46
42. Build educational experiences upon abilities, interests, and needs of the students.	46	88.46
28. Cooperate with other faculty members in sharing talents, ideas, and equipment.	45	86.54
10. Identify specific ways that the teacher's acceptance of individual student differences affects interpersonal relationships in the classroom.	45	86.54
19. Develop educational experiences which foster a variety of competences in students, including intellectual development, attitudinal development, value recognition, and skill development.	45	86.54
39. Use sequential educational experiences leading to the achievement of selected behavioral objectives of the unit.	45	86.54
50. Create an atmosphere for learning by planning, developing, and using related visual aids.	45	86.54
3. Demonstrate behavior consistent with the basic objectives of vocational home economics education programs.	45	86.54

	NUMBER TOTAL GROUP AGREE	COMBINED PERCENT AGREE
18. Use valid information about the community, the families, the learners, and the school in home economics education curriculum decisions.	45	86.54
22. Observe the scope and sequential patterns of home economics programs in planning instruction.	45	86.54
29. Work cooperatively with other home economics teachers and other faculty personnel to correlate individualized programs for students.	44	84.62
31. Plan educational experiences for students to communicate in a one to one ratio or in groups.	44	84.62
47. Use teaching techniques in which the teacher is skilled and are suitable for the learners, behavioral objectives, and content to be taught.	44	84.62
35. Integrate forms of verbal and non-verbal communication in learning situations and evaluate the results.	43	82.69
30. Participate in professional meetings.	43	82.69
16. Relate communication effectiveness to success to interpersonal relationships.	43	82.69
40. Involve students in developing behavioral objectives.	42	80.77
25. Develop home economics programs to assist students to understand and to solve problems in personal, home, and family situations.	42	80.77
9. Plan home economics programs so that developmental characteristics, needs, and concerns of the learners are considered in curriculum planning.	42	80.77
33. Use voice inflection and intonation conducive to learning.	41	78.85
54. Use behavioral objectives as a basis for evaluation of student accomplishments.	41	78.85
57. Evaluate the results of her teaching in light of her educational beliefs and the behavioral objectives established.	41	78.85
20. Serve as a link between the school and the community and as a member of the profession.	40	76.92

	NUMBER TOTAL GROUP AGREE	COMBINED PERCENT AGREE
41. Pre-evaluate to determine the entering behavior of students.	40	76.92
58. Identify with students researchable problems of home economics that will involve students in problem-solving behavior.	39	75.00
7. Identify specific behavioral implications of one's own beliefs and values in relation to the effects it might have on other ethnic groups.	39	75.00
21. Plan educational experiences that reflect the student's ethnic background.	37	71.15
52. Identify the following four aspects of each daily lesson for each class taught: (a) performance objective for learner; (b) learner educational experiences needed to enable learner to achieve performance objective; (c) teacher preparation tasks that must be accomplished prior to teaching the class in order to plan what the learner must do to reach the specific objective; and (d) specific human and material resources used to implement, enhance, enrich, and provide instruction for the given class period.	37	71.15
17. Relate professional accomplishment to productive interpersonal relationships with students, associates, and administrators.	37	71.15
4. Perceive that the teachers' values do affect another's behavior.	37	71.15
51. Demonstrate competence in writing term, weekly, and daily instructional management plans, using at least one given format.	36	69.23
55. Recognize the level of performance required by the behavioral objective and evaluate for that level of performance.	36	69.23
5. Identify personal values that give direction to constructive thought and action in teaching.	36	69.23
23. Observe the scope and sequence principle in writing home economics programs reflecting changing social and economic needs of learners.	36	69.23

	NUMBER TOTAL GROUP AGREE	COMBINED PERCENT AGREE
12. Plan the home economics programs cooperatively with students, other home economics teachers, other teachers in the school system, and school administrators.	35	67.31
15. Relate self-acceptance to effectiveness in communicating with others.	35	67.31
6. Identify personal values and beliefs which differ from those of students.	34	65.38
24. Use home economics research in instructional planning.	33	63.46
1. Develop a personal philosophy of home economics education through critical analysis and synthesis of one's own beliefs and values.	32	61.54
14. Relate self-acceptance to one's acceptance of others.	30	57.69

APPENDIX E

**CHI SQUARE ANALYSIS OF 56 NON-SIGNIFICANT
COMPETENCY STATEMENTS**

CHI SQUARE ANALYSIS OF 56 NON-SIGNIFICANT COMPETENCY STATEMENTS

COMPETENCY STATEMENTS	PERCENT AGREE COLLEGE SUPERVISORS (N-18)	PERCENT AGREE COOPERATING TEACHERS (N-18)	PERCENT AGREE SCHOOL PRINCIPALS (N-16)	PERCENT AGREE COMBINED GROUPS (N-52)	CHI SQUARE*
1. Develop a personal philosophy of home economics education through critical analysis and synthesis of one's own beliefs and values.	50.00	61.11	75.00	61.54	2.24
2. Demonstrate personal behavior relevant to the basic aims of the teaching profession.	88.89	77.78	100.00	88.46	4.10
3. Demonstrate behavior consistent with the basic objectives of vocational home economics education programs.	88.89	77.78	87.50	84.62	1.00
4. Perceive that the teachers' values do affect another's behavior.	77.78	61.11	75.00	71.15	1.38
5. Identify personal values that give direction to constructive thought and action in teaching.	55.56	66.67	87.50	69.23	4.14
6. Identify personal values and beliefs which differ from those of students.	83.33	55.56	56.50	65.38	3.92
7. Identify specific behavioral implications of one's own beliefs and values in relation to the effects it might have on other ethnic groups.	83.33	61.11	81.25	75.00	2.85
8. Provide educational experiences taking into account cultural and environmental differences of the students.	100.00	94.44	93.75	63.15	1.11

COMPETENCY STATEMENTS	PERCENT AGREE COLLEGE SUPERVISORS (N-18)	PERCENT AGREE COOPERATING TEACHERS (N-18)	PERCENT AGREE SCHOOL PRINCIPALS (N-16)	PERCENT AGREE COMBINED GROUPS (N-52)	CHI SQUARE*
9. Plan home economics programs so that developmental characteristics, needs, and concerns of the learners are considered in curriculum planning.	83.33	66.67	93.75	80.77	4.12
10. Identify specific ways that the teacher's acceptance of individual student differences affects interpersonal relationships in the classroom.	88.89	94.44	75.00	86.54	2.88
11. Provide opportunities for students to generalize learnings which contribute to positive self-concept and self-realization.	94.44	94.44	87.50	92.31	.75
12. Plan the home economics programs cooperatively with students, other home economics teachers, other teachers in the school system, and school administrators.	66.67	55.56	81.25	67.31	2.55
13. Demonstrate integrity and professional ethics in interpersonal relationships with other educators.	94.44	83.33	87.50	88.46	1.10
14. Relate self-acceptance to one's acceptance of others.	44.44	61.11	68.75	57.69	2.18
15. Relate self-acceptance to effectiveness in communicating with others.	55.56	66.67	81.25	67.31	2.55
16. Relate communication effectiveness to success in interpersonal relationships.	77.78	83.33	87.50	82.69	.57

COMPETENCY STATEMENTS	PERCENT AGREE COLLEGE SUPERVISORS (N-18)	PERCENT AGREE COOPERATING TEACHERS (N-18)	PERCENT AGREE SCHOOL PRINCIPALS (N-16)	PERCENT AGREE COMBINED GROUPS (N-52)	CHI SQUARE*
17. Relate professional accomplishment to productive interpersonal relationships with students, associates, and administrators.	61.11	72.22	81.25	71.15	1.69
18. Use valid information about the community, the families, the learners, and the school in home economics education curriculum decisions.	94.44	77.78	81.25	84.62	2.12
19. Develop educational experiences which foster a variety of competences in students, including intellectual development, attitudinal development, value recognition, and skill development.	94.44	83.33	81.25	86.54	1.51
20. Serve as a link between the school and the community and as a member of the profession.	83.33	77.78	68.75	72.92	1.03
22. Observe the scope and sequential patterns of home economics programs in planning instruction.	72.22	88.89	93.75	84.62	3.40
23. Observe the scope and sequence principle in writing home economics programs reflecting changing social and economic needs of learners.	55.56	72.22	81.75	69.23	2.74
25. Develop home economics programs to assist students to understand and to solve problems in personal, home, and family situations.	94.44	55.56	93.75	80.77	11.27
26. Use educational experiences that provide opportunities for developing creativity.	88.89	83.33	93.75	88.46	.90
27. Provide educational experiences enabling learners to obtain competence in human relations conducive to the development of self-confidence.	88.89	88.89	100.00	92.31	7.83

COMPETENCY STATEMENTS	PERCENT AGREE COLLEGE SUPERVISORS (N-18)	PERCENT AGREE COOPERATING TEACHERS (N-18)	PERCENT AGREE SCHOOL PRINCIPALS (N-16)	PERCENT AGREE COMBINED GROUPS (N-52)	CHI SQUARE*
28. Cooperate with other faculty members in sharing talents, ideas, and equipment.	100.00	66.67	93.75	86.54	9.62
29. Work cooperatively with other home economics teachers and other faculty personnel to correlate individualized programs for students.	100.00	66.67	87.50	84.62	7.82
30. Participate in professional meetings.	77.78	77.78	93.75	82.69	1.97
31. Plan educational experiences for students to communicate in a one to one ratio or in groups.	100.00	66.67	87.50	84.62	7.83
32. Use various forms of verbal and non-verbal communication in the classroom.	94.44	83.33	100.00	92.31	3.49
33. Use voice inflection and intonation conducive to learning.	88.89	72.22	75.00	78.85	1.70
34. Observe reactions in students in verbal and non-verbal communication classroom situations.	100.00	88.89	75.00	88.46	5.19
35. Integrate forms of verbal and non-verbal communication in learning situations and evaluate the results.	94.44	77.78	75.00	82.69	2.70
36. Select educational experiences which relate to age, previous knowledge, cultural background, and community background of her students.	100.00	100.00	81.25	94.23	7.16
37. Provide opportunities for students to verbalize the generalizations that evolve from the educational experiences.	100.00	94.44	75.00	90.38	6.16

COMPETENCY STATEMENTS	PERCENT AGREE COLLEGE SUPERVISORS (N-18)	PERCENT AGREE COOPERATING TEACHERS (N-18)	PERCENT AGREE SCHOOL PRINCIPALS (N-16)	PERCENT AGREE COMBINED GROUPS (N-52)	CHI SQUARE*
38. Familiarize herself with various types of educational experiences and select the most appropriate teaching technique for the specific group one is teaching.	88.89	94.44	87.50	90.38	.54
39. Use sequential educational experiences leading to the achievement of selected behavioral objectives of the unit.	94.44	77.78	87.50	86.54	2.16
40. Involve students in developing behavioral objectives.	94.44	72.22	75.00	80.77	3.36
41. Pre-evaluate to determine the entering behavior of students.	77.78	83.33	68.75	72.92	1.03
42. Build educational experiences upon abilities, interests, and needs of the students.	88.89	88.89	87.50	88.46	.02
43. Involve students using participation in a variety of educational experiences.	100.00	77.78	100.00	92.31	8.18
44. Use a variety of teaching techniques and resources that will achieve the desired behavioral outcome.	88.89	88.89	100.00	92.31	1.92
45. Revise initial plans according to the individual needs of the students and the limitations of the situations.	94.44	83.33	93.75	90.38	1.57
46. Use a variety of educational experiences which contribute to the quality and depth of learning in the application of principles.	100.00	83.33	93.75	92.31	3.59

COMPETENCY STATEMENTS	PERCENT AGREE COLLEGE SUPERVISORS (N-18)	PERCENT AGREE COOPERATING TEACHERS (N-18)	PERCENT AGREE SCHOOL PRINCIPALS (N-16)	PERCENT AGREE COMBINED GROUPS (N-52)	CHI SQUARE*
47. Use teaching techniques in which the teacher is skilled and are suitable for the learners, behavioral objectives, and content to be taught.	83.33	83.33	87.50	84.62	.14
48. Make adjustments needed to provide a physical environment conducive to learning.	88.89	88.89	93.75	90.38	.30
49. Use a variety of room arrangements conducive to interaction and communication.	94.44	88.89	93.75	92.31	.45
50. Create an atmosphere for learning by planning, developing, and using related visual aids.	88.89	83.33	87.50	86.54	.26
51. Demonstrate competence in writing term, weekly, and daily instructional management plans, using at least one given format.	77.78	72.22	56.25	69.23	1.96
52. Identify the following four aspects of each daily lesson for each class taught: (a) performance objective for learner; (b) learner educational experiences needed to enable learner to achieve performance objective; (c) teacher preparation tasks that must be accomplished prior to teaching the class in order to plan what the learner must do to reach the specific objective; and (d) specific human and material resources used to implement, enhance, enrich, or provide instruction for the given class period.	77.78	66.67	68.75	71.15	.60

COMPETENCY STATEMENTS	PERCENT AGREE COLLEGE SUPERVISORS (N-18)	PERCENT AGREE COOPERATING TEACHERS (N-18)	PERCENT AGREE SCHOOL PRINCIPALS (N-16)	PERCENT AGREE COMBINED GROUPS (N-52)	CHI SQUARE*
53. Provide opportunities for all students to experience some degree of satisfaction and success.	88.89	94.44	100.00	94.23	1.93
54. Use behavioral objectives as a basis for evaluation of student accomplishments.	83.33	77.78	75.00	78.85	.37
55. Recognize the level of performance required by the behavioral objective and evaluate for that level of performance.	83.33	72.22	50.00	69.23	4.53
56. Guide students in the process of self-evaluation.	88.89	83.33	100.00	90.38	2.79
57. Evaluate the results of her teaching in light of her educational beliefs and her behavioral objectives.	88.89	66.67	81.25	78.85	2.77
58. Identify with students researchable programs in home economics that will involve students in problem-solving behavior.	72.22	55.56	100.00	75.00	9.04
Average total percentage score	85.12**	75.76***	84.20****		

*For chi square to be significant, Siegel (1956, p. 178) states, "... that for chi square tests with df larger than 1 (that is, when k or r is larger than 2), fewer than 20 percent of the cells should have an expected frequency of less than 5, and no cell should have an expected frequency of less than 1." Even though many of the chi square results might give the reader the opinion that there is a significant difference in opinions among the three groups of educators, the above rule had to be applied in determining the statements that were significant or non-significant in differences of opinion.

**Average total percentage score for Home Economics College Supervisors.

***Average total percentage score for Home Economics Cooperating Teachers.

***Average total percentage score for School Principals.

APPENDIX F

QUESTIONNAIRE SENT TO HOME ECONOMICS

COLLEGE SUPERVISORS

METHODS AND TECHNIQUES IN SUPERVISION

The competencies that received an agreement of 90% or above from the three groups of educators: a) Home Economics Cooperating Teacher, b) Home Economics College Supervisors, and c) Cooperating School Principals are listed below. The methods listed across the top of the checklist were discovered through reviewing current literature. The list of methods seemed to be the ones that have aided Cooperating Teachers and School Systems to become more competent in guiding student teachers toward growth in the competencies during the student teaching period.

Please check (X) in the columns that will classify the methods your institution has found to be most effective in aiding Cooperating Teachers and School Systems in helping student teachers toward the development of these competencies.

<p>COMPETENCIES COOPERATING TEACHERS SHOULD HELP STUDENT TEACHERS WORK TOWARD DEVELOPING DURING THE STUDENT TEACHING EXPERIENCE:</p>	Supervision Course, Required	Supervision Course, Optional	1 Week Workshop in Supervision	2 Week Workshop in Supervision	1 Day Seminar, Yearly	1-1½ Day Seminar Each Semester	1-2 Day Seminar During Pre-School Week	1-2 Day Seminar During Extended Employment
1. Provide educational experiences taking into account cultural and environmental differences of the students.								
2. Provide opportunities for students to generalize learnings which contribute to positive self-concept and self-realization.								
3. Provide educational experiences enabling learners to obtain competence in human relations conducive to the development of self-confidence.								

COMPETENCIES COOPERATING TEACHERS SHOULD
HELP STUDENT TEACHERS WORK TOWARD
DEVELOPING DURING THE STUDENT
TEACHING EXPERIENCE:

	Supervision Course, Required	Supervision Course, Optional	1 Week Workshop in Supervision	2 Week Workshop in Supervision	1 Day Seminar, Yearly	1-1½ Day Seminar Each Semester	1-2 Day Seminar During Pre-School Week	1-2 Day Seminar During Extended Employment
4. Use various forms of verbal and non-verbal communication in the classroom.								
5. Select educational experiences which relate to age, previous knowledge, cultural background, and community background of her students.								
6. Provide opportunities for students to verbalize the generalizations that evolve from the educational experience.								
7. Familiarize herself with various types of educational experiences and select the most appropriate teaching technique for the specific group one is teaching.								
8. Involve students using participation in a variety of educational experiences.								
9. Use a variety of teaching techniques and resources that will achieve the desired behavioral outcome.								
10. Revise initial plans according to the individual needs of the students and the limitations of the situations.								
11. Use a variety of educational experiences which contribute to the quality and depth of learning in the application of principles.								

COMPETENCIES COOPERATING TEACHERS SHOULD
 HELP STUDENT TEACHERS WORK TOWARD
 DEVELOPING DURING THE STUDENT
 TEACHING EXPERIENCE:

	Supervision Course, Required	Supervision Course, Optional	1 Week Workshop in Supervision	2 Week Workshop in Supervision	1 Day Seminar, Yearly	1-1½ Day Seminar Each Semester	1-2 Day Seminar During Pre-School Week	1-2 Day Seminar During Extended Employment
12. Make adjustments needed to provide a physical environment conducive to learning.								
13. Use a variety of room arrangements conducive to interaction and communication.								
14. Provide opportunities for all students to experience some degree of satisfaction and success.								
15. Guide students in the process of self-evaluation.								

Please make any OTHER comments regarding:

- a) the METHODS you believe have been most effective and
- b) the METHODS you believe should be introduced

into the supervision of student teacher program by the teacher-education institutions. Please add comments that will clarify METHODS you believe would aid you in becoming more competent in guiding the student teachers toward the growth in the competencies identified above during the student teaching period.

2. Please check (X) in COLUMN I the item that best describes the techniques you believe have been used in your teacher-education program that have best helped the Cooperating Teacher and the School System to become more competent in guiding the student teacher toward growth in the competencies listed in question 1.

Please check (X) in COLUMN II the techniques that you believe you should be using in your teacher-education program in the future that would aid the Cooperating Teacher and the School System to become more competent in guiding the student teacher toward growth in the competencies listed in question 1.

TECHNIQUES	COLUMN I	COLUMN II
1. Remote supervision by T. V.		
2. Video-tapes and tele-conferences, no visitations.		
3. Tele-conference supervision, only.		
4. Audio-tape recording of the student teacher teaching sent to College Supervisor for analysis, no visitations.		
5. Traditional supervision, including visitations by College Supervisors followed by conferences with student teacher(s) and cooperating teacher(s), then a three-way conference.		
6. Traditional supervision by College Supervisor plus viewing and discussion of selected films, video tapes of experienced teachers using selected teaching strategies.		
7. Traditional supervision by College Supervisor plus student teachers viewing video-tapes of their own teaching behavior and critiquing with College Supervisor.		
8. Planned pre-professional learning experiences prior to student teaching, beginning sophomore year, continuing each year until student teaching experience.		
9. Planned pre-professional learning experiences beginning at the time the student declares her major and continues each year without the student teaching period.		

TECHNIQUES	COLUMN I	COLUMN II
10. Internship, one full year under an experienced teacher, during senior year (fourth year).		
11. Internship, one full year under an experienced teacher, during senior year (fourth year) including a seminar once a week with College Supervisor as leader.		
12. Internship, upon completion of the four year course work, one full year under an experienced teacher (fifth year).		
13. Traditional supervision, including class visitations by College Supervisor, followed by conferences with student teacher(s), cooperating teacher(s), and school principal, then a three-way conference, and, in addition, a weekly seminar with College Supervisor as leader.		
14. Interaction Analysis.		
15. Individualized Independent Packet prepared by College Supervisor for the Cooperating Teacher.		
16. Pre-planned individual conferences with cooperating teacher, without visiting student teacher.		
17. College Supervisor teaches seminar for Cooperating Teachers and visitations to the school only upon invitation of the student teacher(s), cooperating teacher(s), or school principal(s).		
18. OTHERS: _____ _____ _____		

Please include additional comments or ideas you have relative to ways in which you and your institution could best help the Cooperating Teachers and the School Systems to become more competent in guiding the student teachers toward growth in the competencies listed in question 1.

3. How do you, the College Supervisor of Student Teachers, anticipate your role to change in the future? What role do you believe you, the College Supervisor of Student Teachers, should assume during the student teaching phase of the teacher-education program?

APPENDIX G

QUESTIONNAIRE SENT TO HOME ECONOMICS

COOPERATING TEACHERS

METHODS AND TECHNIQUES IN SUPERVISION

The competencies that received an agreement of 90% or above from the three groups of educators: a) Home Economics Cooperating Teachers, b) Home Economics College Supervisors, and c) Cooperating School Principals are listed below. The methods listed across the top of the checklist were discovered through reviewing current literature. The list of methods seemed to be the ones that have aided Cooperating Teachers and School Systems to become more competent in guiding the student teachers toward growth in the competencies during the student teaching period.

Please check (X) in the columns that will classify the methods that the teacher-education institution with whom your school is cooperating have used with you which you believe has been most effective in aiding Cooperating Teachers and School Systems in helping student teachers toward the development of these competencies.

<p>COMPETENCIES COOPERATING TEACHERS SHOULD HELP STUDENT TEACHERS WORK TOWARD DEVELOPING DURING THE STUDENT TEACHING EXPERIENCE:</p>	Supervision Course, Required	Supervision Course, Optional	1 Week Workshop in Supervision	2 Week Workshop in Supervision	1 Day Seminar, Yearly	1-1½ Day Seminar Each Semester	1-2 Day Seminar During Pre-School Week	1-2 Day Seminar During Extended Employment
1. Provide educational experiences taking into account cultural and environmental differences of the students.								
2. Provide opportunities for students to generalize learnings which contribute to positive self-concept and self-realization.								
3. Provide educational experiences enabling learners to obtain competence in human relations conducive to the development of self-confidence.								

COMPETENCIES COOPERATING TEACHERS SHOULD
HELP STUDENT TEACHERS WORK TOWARD
DEVELOPING DURING THE STUDENT
TEACHING EXPERIENCE:

	Supervision Course, Required	Supervision Course, Optional	1 Week Workshop in Supervision	2 Week Workshop in Supervision	1 Day Seminar, Yearly	1-1½ Day Seminar Each Semester	1-2 Day Seminar During Pre-School Week	1-2 Day Seminar During Extended Employment
4. Use various forms of verbal and non-verbal communication in the classroom.								
5. Select educational experiences which relate to age, previous knowledge, cultural background, and community background of her students.								
6. Provide opportunities for students to verbalize the generalizations that evolve from the educational experience.								
7. Familiarize herself with various types of educational experiences and select the most appropriate teaching technique for the specific group one is teaching.								
8. Involve students using participation in a variety of educational experiences.								
9. Use a variety of teaching techniques and resources that will achieve the desired behavioral outcome.								
10. Revise initial plans according to the individual needs of the students and the limitations of the situations.								
11. Use a variety of educational experiences which contribute to the quality and depth of learning in the application of principles.								

COMPETENCIES COOPERATING TEACHERS SHOULD
HELP STUDENT TEACHERS WORK TOWARD
DEVELOPING DURING THE STUDENT
TEACHING EXPERIENCE:

	Supervision Course, Required	Supervision Course, Optional	1 Week Workshop in Supervision	2 Week Workshop in Supervision	1 Day Seminar, Yearly	1-1½ Day Seminar Each Semester	1-2 Day Seminar During Pre-School Week	1-2 Day Seminar During Extended Employment
12. Make adjustments needed to provide a physical environment conducive to learning.								
13. Use a variety of room arrangement conducive to interaction and communication.								
14. Provide opportunities for all students to experience some degree of satisfaction and success.								
15. Guide students in the process of self-evaluation.								

Please make any OTHER comments regarding:

- a) the METHODS you believe have been used most effective and
- b) the METHODS you believe should be introduced

into the supervision of student teacher phase of your institution's teacher-education program. Please add comments that will clarify beliefs you have about METHODS that you believe will help Cooperating Teachers and School Systems in becoming more competent in guiding student teachers toward the development in the competencies identified above during the student teaching period.

2. Please check (X) in COLUMN I the item that best describes the techniques you believe have been used by the teacher-education program with whom you are cooperating that has best helped you to become more competent in guiding the student teacher toward growth in the competencies listed in question 1.

Please check (X) in COLUMN II the techniques that you believe the teacher-education institution should be using in the future that will aid you in becoming more competent in guiding the student teacher toward growth in the competencies listed in question 1.

TECHNIQUES	COLUMN I	COLUMN II
1. Remote supervision by T. V.		
2. Video-tapes and tele-conferences, no visitations.		
3. Tele-conference supervision, only.		
4. Audio-tape recording of the student teacher teaching sent to College Supervisor for analysis, no visitations.		
5. Traditional supervision, including visitations by College Supervisor followed by conferences with student teacher(s) and cooperating teacher(s) then a three-way conference.		
6. Traditional supervision by College Supervisor plus viewing and discussion of selected films, video tapes of experienced teachers using selected teaching strategies.		
7. Traditional supervision by College Supervisor plus student teachers viewing video-tapes of their own teaching behavior and critiquing with College Supervisor.		
8. Planned pre-professional learning experiences prior to student teaching, beginning sophomore year, continuing each year until student teaching experience.		
9. Planned pre-professional learning experiences beginning at the time the student declares her major and continues each year without the student teaching period.		
10. Internship, one full year under an experienced teacher, during senior year (fourth year).		

TECHNIQUES	COLUMN I	COLUMN II
11. Internship, one full year under an experienced teacher, during senior year (fourth year) including a seminar once a week with College Supervisor as leader.		
12. Internship, upon completion of the four year course work, one full year under an experienced teacher (fifth year).		
13. Traditional supervision, including class visitations by College Supervisor, followed by conferences with student teacher(s), cooperating teacher(s), and school principal, then a three-way conference, and, in addition, a weekly seminar with College Supervisor as leader.		
14. Interaction Analysis.		
15. Individualized Independent Packet prepared by College Supervisor for the Cooperating Teacher.		
16. Pre-planned individual conferences with cooperating teacher, without visiting student teacher.		
17. College Supervisor teaches seminar for Cooperating Teachers and visitations to the school only upon invitation of the student teacher(s), cooperating teacher(s), or school principal(s).		
18. OTHERS:		

Please include additional comments or ideas you have relative to ways in which you and your institution could best help the Cooperating Teachers and the School Systems to become more competent in guiding the student teachers toward growth in the competencies listed in question 1.

3. What role do you believe you, the Cooperating Teacher, should assume in the future, relative to the supervision of student teachers during the student teaching phase of the teacher-education program?

APPENDIX H

QUESTIONNAIRE SENT TO COOPERATING
SCHOOL PRINCIPALS

METHODS AND TECHNIQUES IN SUPERVISION

The competencies that received an agreement of 90% or above from the three groups of educators: a) Home Economics Cooperating Teachers, b) Home Economics College Supervisors, and c) Cooperating School Principals are listed below. The methods listed across the top of the checklist were discovered through reviewing current literature. The list of methods seemed to be the ones that have aided Cooperating Teachers and School Systems to become more competent in guiding the student teachers toward growth in the competencies during the student teaching period.

Please check (X) in the columns that will classify the methods that the teacher-education institution with whom your school is cooperating have used with you which you believe has been most effective in aiding Cooperating Teachers and School Systems in helping student teachers toward the development of these competencies.

<p>COMPETENCIES COOPERATING TEACHERS SHOULD HELP STUDENT TEACHERS WORK TOWARD DEVELOPING DURING THE STUDENT TEACHING EXPERIENCE:</p>	Supervision Course, Required	Supervision Course, Optional	1 Week Workshop in Supervision	2 Week Workshop in Supervision	1 Day Seminar, Yearly	1-1½ Day Seminar Each Semester	1-2 Day Seminar During Pre-School Week	1-2 Day Seminar During Extended Employment
<p>1. Provide educational experiences taking into account cultural and environmental differences of the students.</p>								
<p>2. Provide opportunities for students to generalize learnings which contribute to positive self-concept and self-realization.</p>								
<p>3. Provide educational experiences enabling learners to obtain competence in human relations conducive to the development of self-confidence.</p>								

COMPETENCIES COOPERATING TEACHERS SHOULD
 HELP STUDENT TEACHERS WORK TOWARD
 DEVELOPING DURING THE STUDENT
 TEACHING EXPERIENCE:

	Supervision Course, Required	Supervision Course, Optional	1 Week Workshop in Supervision	2 Week Workshop in Supervision	1 Day Seminar, Yearly	1-1½ Day Seminar Each Semester	1-2 Day Seminar During Pre-School Week	1-2 Day Seminar During Extended Employment
4. Use various forms of verbal and non-verbal communication in the classroom.								
5. Select educational experiences which relate to age, previous knowledge, cultural background, and community background of her students.								
6. Provide opportunities for students to verbalize the generalizations that evolve from the educational experience.								
7. Familiarize herself with various types of educational experiences and select the most appropriate teaching technique for the specific group one is teaching.								
8. Involve students using participation in a variety of educational experiences.								
9. Use a variety of teaching techniques and resources that will achieve the desired behavioral outcome.								
10. Revise initial plans according to the individual needs of the students and the limitations of the situations.								
11. Use a variety of educational experiences which contribute to the quality and depth of learning in the application of principles.								

COMPETENCIES COOPERATING TEACHERS SHOULD
HELP STUDENT TEACHERS WORK TOWARD
DEVELOPING DURING THE STUDENT
TEACHING EXPERIENCE:

	Supervision Course, Required	Supervision Course, Optional	1 Week Workshop in Supervision	2 Week Workshop in Supervision	1 Day Seminar, Yearly	1-1½ Day Seminar Each Semester	1-2 Day Seminar During Pre-School Week	1-2 Day Seminar During Extended Employment
12. Make adjustments needed to provide a physical environment conducive to learning.								
13. Use a variety of room arrangements conducive to interaction and communication.								
14. Provide opportunities for all students to experience some degree of satisfaction and success.								
15. Guide students in the process of self-evaluation.								

Please make any OTHER comments regarding:

- a) the METHODS you believe have been used most effective and
- b) the METHODS you believe should be introduced

into the supervision of student teacher phase of your institution's teacher-education program. Please add comments that will clarify beliefs you have about METHODS that you believe will help Cooperating Teachers and School Systems in becoming more competent in guiding student teachers toward the development in the competencies identified above during the student teaching period.

2. Please check (X) in COLUMN I the item that best describes the techniques you believe have been used by the teacher-education program with whom you are cooperating that has best helped you to become more competent in guiding the student teacher toward growth in the competencies listed in question 1.

Please check (X) in COLUMN II the techniques that you believe the teacher-education institution should be using in the future that will aid you in becoming more competent in guiding the student teacher toward growth in the competencies listed in question 1.

TECHNIQUES	COLUMN I	COLUMN II
1. Remote supervision by T. V.		
2. Video-tapes and tele-conferences, no visitations.		
3. Tele-conference supervision, only.		
4. Audio-tape recording of the student teacher teaching sent to College Supervisor for analysis, no visitations.		
5. Traditional supervision, including visitations by College Supervisor followed by conferences with student teacher(s) and cooperating teacher(s) then a three-way conference.		
6. Traditional supervision by College Supervisor plus viewing and discussion of selected films, video tapes of experienced teachers using selected teaching strategies.		
7. Traditional supervision by College Supervisor plus student teachers viewing video-tapes of their own teaching behavior and critiquing with College Supervisor.		
8. Planned pre-professional learning experiences prior to student teaching, beginning sophomore year, continuing each year until student teaching experience.		
9. Planned pre-professional learning experiences beginning at the time the student declares her major and continues each year without the student teaching period.		

TECHNIQUES	COLUMN I	COLUMN II
10. Internship, one full year under an experienced teacher, during senior year (fourth year).		
11. Internship, one full year under an experienced teacher, during senior year (fourth year) including a seminar once a week with College Supervisor as leader.		
12. Internship, upon completion of the four year course work, one full year under an experienced teacher (fifth year).		
13. Traditional supervision, including class visitations by College Supervisor, followed by conferences with student teacher(s), cooperating teacher(s), and school principal, then a three-way conference, and, in addition, a weekly seminar with College Supervisor as leader.		
14. Interaction Analysis.		
15. Individualized Independent Packet prepared by College Supervisor for the Cooperating Teacher.		
16. Pre-planned individual conferences with cooperating teacher, without visiting student teacher.		
17. College Supervisor teaches seminar for Cooperating Teachers and visitations to the school only upon invitation of the student teacher(s), cooperating teacher(s), or school principal(s).		
18. OTHERS:		

Please include additional comments or ideas you have relative to ways in which you and your institution could best help the Cooperating Teachers and the School Systems to become more competent in guiding the student teachers toward growth in the competencies listed in question 1.

3. What role do you believe you, the School Principal - representative of the School System - should assume, in the future, relative to the supervision of student teachers during the student teaching phase of the teacher-education program?

APPENDIX I

HOME ECONOMICS TEACHER EDUCATORS ANSWERS TO
SUBJECTIVE QUESTION THREE IN
QUESTIONNAIRE

HOME ECONOMICS TEACHER EDUCATORS ANSWERS

Teacher Educator No. 1: I believe the College Supervisor of Student Teachers should be available to the Student Teacher and Cooperating Teacher in a consultant capacity to facilitate learning. This role could include that of mediator, communications specialist, curriculum assistant, or whatever was needed in the individual situation. If we really believe in individual differences, the role of the college supervisor must be flexible and adaptable within the individual teaching center situations.

Teacher Educator No. 2: A role of leadership, evaluation, as a resource person, and one of planning.

Teacher Educator No. 3: Will work more with cooperating teachers and less directly with student teachers -- more in-service and pre-service education of cooperating teachers. Will assume more of a role of a "facilitator" for student teaching program and less of a "supervisor." Developing a more systematic procedure for identifying potential effective cooperating teacher is a must along with more effective and efficient placement of student teachers. This becomes more essential as we place more responsibilities in hands of cooperating teachers.

Teacher Educator No. 4: For the next few years, I see no drastic change in my role as College Supervisor. Recently all Teacher Educators in the state met to determine if there were other methods that could be used more effectively. At the August Conference ALL Teacher Educators will meet with the Cooperating Teachers to discuss the effectiveness of the student teaching experience.

If more money were available, I would certainly be in favor of video-tapes, teleconferences and remote supervision by T.V. Our schools are so scattered until it is impossible for a supervisor to visit them often or long enough to get a clear picture of the effectiveness of a student teacher.

Teacher Educator No. 5: I sincerely hope that visitations by College Supervisors continues. I don't believe that you have listed an alternative that would be nearly as successful! We are now undergoing several changes. Some of them should be valuable. However, I am afraid that some are for change's sake.

Teacher Educator No. 6: Personally, I feel the local cooperating supervising teacher is the "more important supervisor" working with the student teacher. Because of this belief that seems to be shared by our staff, I perceive that more inservice education with these supervisors must be planned and implemented.

Teacher Educator No. 7: Sorry, no time to answer -- am on my way to Holy Land Tour.

Teacher Educator No. 8: Probably we will have to come to the use of many more audio and visual tapes of teaching done in the center and returned to the center again with an evaluation from the university, the student, and the cooperating teacher -- in other words probably more supervision by long distance plus telephone conferences.

We have trouble now in finding sufficient centers -- so we may need to have other experiences sometime that can show how to replace student teaching.

Role -- supportive, guidance, assuring.

Teacher Educator No. 9: The role will change in the total move to individualized the experiences of the student teacher. The college supervisor's role will move toward more diagnosis, prescription, designing of simulated experiences and guidance. There is a developing cooperation between college and school supervisors to make these two more of a team.

During student teaching it seems to me all supervision should be toward the enhancement of student teacher's self-directed growth and evaluation.

Teacher Educator No. 10: Less personal supervision in a student teaching center. The actual student teaching center in the public schools will be replaced by simulated classroom experience and in a fifth year internship.

Presently the college supervisors role is liaison person between the school and the teacher education institution. She assumes the role of counselor of the student teacher as well as liaison between the cooperating teacher and student teacher.

Two of the teacher educators did not respond to the question asked in the QUESTIONNAIRE.

APPENDIX J

HOME ECONOMICS COOPERATING TEACHERS TO
SUBJECTIVE QUESTION THREE IN
QUESTIONNAIRE

HOME ECONOMICS COOPERATING TEACHERS ANSWERS

Cooperating Teacher No. 1: I would hope that the student teachers would be proficient in mechanics such as making lesson plans; perhaps at making evaluation devices; running A. V. equipment, etc. -- so that she could concentrate on "how to teach the individuals." This is the time -- may the only time -- for her to increase self awareness and the ability to evaluate her efforts. If we are bogged down with routine tasks her progress is severely hindered, I feel. This is an opportunity for extensive growth and I see myself as responsible for providing the proper catalyst for developing the student teacher's potentialities.

Cooperating Teacher No. 2: I believe the cooperating teacher should assume the role of resource person. I feel she should be an example (or be a model) while the student teacher is observing. She should have yearly, unit, and daily plans in order so the student teacher can "get the total picture." She should give suggestions and, in the early periods, help formulate generalizations, objectives, and concepts.

I also believe she should evaluate often the progress of the student and give constructive criticism.

Cooperating Teacher No. 3: Control of enrollment so that laboratory experiences will be easier to encourage. Resource materials that student teachers may draw on to supplement their own. Provide opportunity for student teachers to get to know people in the community. Provide opportunity for student teachers to overview all aspects of the homemaking program.

Cooperating Teacher No. 4: I think the role should remain the same -- that of guiding rather than telling and doing. The cooperating teacher should provide chances for experimentation, which may include, at time, failures in techniques as well as successes. Helping students to learn self-evaluation is important, also.

Cooperating Teacher No. 5: I believe that the cooperating teacher is a provider of opportunities for the student teachers. She can help sustain the motivation a student teacher has. Her role as teacher is small and is done when the student teacher reaches her teachable moments.

Cooperating Teacher No. 6: To help student teacher: (1) to understand the needs of people and their individual differences, (2) plan lessons that have continuity relative to the subject being taught and that are meaningful to the students, (3) think on her own, learn to be flexible and develop her own skills in teaching, and (4) let the student teacher observe the skill of teaching used by the cooperating teacher (this includes establishing set, instructional dialogue, closure, and giving assignments).

The cooperating teacher should build upon what the student teacher has learned at the college level and apply that to the actual teaching (example -- reinforcement, questioning, and teaching methods).

Cooperating Teacher No. 7: The role of the cooperating teacher should be to demonstrate teaching competencies through her own example and guide the student teacher in developing her own.

Cooperating Teacher No. 8: To me this questionnaire seems to be way out in some respects but I don't feel that machines are going to take the place of the personal contact involved in student teaching.

Four of the Cooperating Teachers did not respond to the question asked in the QUESTIONNAIRE.

APPENDIX K

COOPERATING SCHOOL PRINCIPALS ANSWERS TO
SUBJECTIVE QUESTION IN QUESTIONNAIRE

COOPERATING SCHOOL PRINCIPALS' ANSWERS

Cooperating School Principal No. 1: The same as to any of the regular teachers.

Cooperating School Principal No. 2: The school principal should serve as an integral part of the supervisory process and should rate the student teacher from his observations in light of school policies and procedures.

Cooperating School Principal No. 3: In a large school he really hasn't time to do much. Our visits with them, helps orient them to the school, asks about their background. Occasionally, he has a chance to hire one, later, and does. He offers to help if needed, but he really has other things to do.

Cooperating School Principal No. 4: He should provide an in-service orientation session for the student teachers. He should have a mid and end of the student teaching period conference with the student teacher. He should supervise the student teacher at least twice and hold at least two joint conferences with the supervising teacher and student teacher. He should require at least one student teacher self-evaluation recorded on a VTR.

Five of the cooperating school principals did not respond to the question asked in the QUESTIONNAIRE.

VITA^o

Jean Margaret Kallenberger

Candidate for the Degree of

Doctor of Education

Thesis: IDENTIFICATION OF STUDENT TEACHING COMPETENCIES IN HOME ECONOMICS FOR WHICH COOPERATING TEACHERS COULD ASSUME RESPONSIBILITY WITH IMPLICATIONS FOR SUPERVISORY ROLES

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