

SUGGESTED PLANNING GUIDES FOR
HOMEMAKING TEACHERS

By

MARIE BETH FLEMING

Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

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Thesis Approved:

June Cozine

Thesis Adviser

Millie Pearson

Dean of the Graduate School

409870

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CHAPTER I

THE STATUS OF PLANNING IN HOME ECONOMICS

Planning Defined

Planning is a vital process in this complex and changing world. It is involved in every decision and in every action. In reality, the values of decisions and activities are dependent upon the quality of planning used. Richey said: "When decision making is based upon a flimsy foundation the process of planning operates on its lowest level."¹ Similarly wise decisions are referred to as evidences of the results of careful planning at a high intellectual level. Richey defined planning as: ". . . a continuous life process in which action is directed by critically reasoned goals and values."²

Because educational planning proposes to help the learner to make wise decisions, it must have direction, orderliness, and form. When properly understood planning can be made most interesting and rewarding. Adams and Dickey expressed the belief that:

¹Robert W. Richey, Planning for Teaching (New York, 1951), p. 4.

²Ibid., p. 11.

Efficient and wise planning is the basis of successful teaching. Planning begins with the goals of the teacher-learning situation for the time block under consideration, moves through creatively conceived means of achieving those goals, and ends with valid plans for evaluating the efforts of all persons involved.³

Since planning is basic to performance, the development of planning skills must be a part of the educational experiences provided, particularly those provided prospective teachers. Such experiences are a means of helping teachers work toward unified integrated educational opportunities for those under their direction.

Levels of Planning

Educational planning activities permeate the entire teacher education program, but they are usually worked out in cooperation by the educational workers involved at the various levels. There are the national and state levels where guides for detailed curriculum planning are proposed by leaders in the profession. Also, one thinks in terms of evaluation and curriculum planning at the regional and community level. Then there is further planning at the individual teacher and class level. This is the crucial level because it is here that the action taken determines the kind of individuals who make up society. It is also at this level where the development of the individual student

³Richard Adams and Frank G. Dickey, Basic Principles of Student Teaching (New York, 1956), p. 151.

is made possible. Direction for the execution of educational planning also is provided. The responsibility for guiding and interpreting plans is carried out at different levels. The Oklahoma Home Economics Curriculum Improvement Program which has been under way for several years is an example of educational planning at several interrelated levels. Responsibilities in the teacher education program call attention to various planning levels. Here, through the use of cooperative procedures, state leaders formulated suggestions for following directions given at the national level. The college supervisors, methods teachers, and supervising teachers analyzed and developed procedures to use in following the directions suggested. The supervising teacher in the local school, serving as a teacher training center, and the student teachers, in cooperation with the college supervisors, developed detailed procedures for planning, enriching, and executing the suggestions provided as an outcome of the curriculum development program proposed.

Steps in Planning

There are some steps in planning that are common to all teachers in developing teaching units and lesson plans. Major goals or the destination must be well established in the teacher's mind in order that she will consider all possibilities. Pupils learn through participating in

planning their class work, but to be effective this planning must be based on careful teacher pre-planning. The next major division of instruction is called the unit of work. The unit is built around some problem, single idea, or theme which fits the needs of the learning group. Alexander and Halverson suggested the following steps in planning instruction:

1. Setting major purposes
2. Planning the over-all organization of instruction
3. Planning units of work
4. Planning from day to day
5. Securing resources for the learning group
6. Developing records to help future planning⁴

In general, this is the logical procedure one might follow, but there will be a certain amount of revision and re-planning of the steps one would follow in order to adjust to changing situations which may occur.

Oklahoma Resource Materials

Due to the requests of Oklahoma homemaking teachers for curriculum materials which would improve the quality of homemaking education, the curriculum development program for homemaking education in Oklahoma is in the process of making

⁴William A. Alexander and Paul M. Halverson, Effective Teaching in Secondary Schools (New York, 1956), p. 429.

available resource materials in the various areas of homemaking. The teachers of Oklahoma have an advantage in that representatives and leaders of the profession have had a part in drafting the Resource Materials which have been made available. The council which was formed has made it possible for every teacher to have a part in the preparation of the curriculum materials. This council was composed of homemaking teachers, the supervisory staff of the State Vocational Homemaking Program, selected members of the State Department of Education, and representatives from teacher training institutions. From these groups an over-all chairman, plus a chairman, and one or more consultants for each subject area, were selected. As a result of various curriculum workshops sponsored by the council during a period of six years, Resource Materials have been developed or are being developed in the various subject matter areas of homemaking.

At the present time Resource Materials for three subject matter areas have been released to the teachers. The materials available are suggestive in nature rather than being a course outline which must be followed, or something that is definitely required.

As a framework for planning, the curriculum materials have suggested a form which should aid teachers to visualize the whole teaching situation. The planning form includes: a statement of the title or subject to be taught; suggested

student level; suggested time; major emphasis (or objectives); problems (stated in question form); learning experiences related to home, school, and community; a statement of understandings, basic understandings, generalizations, or principles (which aid students in understanding what they have learned); and teaching aids (which provide suggestions for creative learning experiences and activities). These materials, which are based on the developmental concept of human growth and the problem solving method of teaching, should aid homemaking teachers in developing some degree of similarity in teaching. Let it be emphasized that there is meant to be some degree of similarity in teaching within the state, but not uniformity, for all teachers are urged by state leaders to adapt the suggestions given to the needs of their local school and community.

Although the suggestions in the Resource Materials are quite comprehensive, they are not considered final. Educators at the present time are involved in the initial trial and revision of the materials and will continue to revise them in the light of continuous changes in society. Such procedures should increase the value of these teaching materials. Student teachers and teachers are encouraged to evaluate and to determine the extent to which the Resource Materials fit their needs.

Because the writer firmly believes in the importance of educational planning, she undertook the study, "Suggested

Planning Guides for Homemaking Teachers." Through this study the writer attempts to identify planning guides which might be of help to student teachers and teachers in developing unit and lesson plans that are in harmony with the Oklahoma Resource Materials.

Purpose of the Study

The following hypothesis was formulated as the basis for the study: Through studying the beliefs of educators, and the practices and beliefs of selected groups of student teachers, regular teachers, and supervising teachers regarding the planning of units and lessons, it will be possible to formulate some planning guides which may be helpful when using the Oklahoma Resource Materials. In order to test the validity of this hypothesis, the writer identified the following purposes for this study:

1. To review the literature in the field of teacher education and to formulate some statements that may be used in the development of planning guides.
2. To develop a better understanding of what constitutes the basis for good unit and lesson planning.
3. To identify the kind of planning used for units and lessons, the practices followed, and the beliefs held by a selected group of student teachers, regular teachers, and supervising teachers.

4. To determine to what extent the practices followed and the beliefs held by the groups are in harmony with the tentative guides for planning units and lessons.
5. To revise tentative guides in light of the findings, resulting in statements which might be of value to Home Economists as they use the Oklahoma Resource Materials.

Procedures Used in Developing Study

Tentative plans and procedures for carrying out this study, "Suggested Planning Guides for Homemaking Teachers," were developed in July, 1957. As an initial step in the study, individual conferences were held with staff members of the Home Economics Education Department of Oklahoma State University regarding the importance of planning. The information received from these teacher educators helped in clarifying the problem and in deciding on procedures. Further clarification resulted from a review of current literature in the field of teacher education with special emphasis on planning. Identification was made of some statements which could be used as tentative guides. Forms to use for interviews and questionnaires were developed in order to obtain information regarding practices and beliefs held by student teachers, regular teachers, and supervising teachers.

Two groups of student teachers were contacted. During the fall semester the students were interviewed as they returned from their student teaching experience. This group was classified as Student Teacher Group A. In order to collect more consistent data, a questionnaire was developed to use with a second group of student teachers who returned to the campus the last of May, 1958. The second group was identified as Group B. While the students in Group A were interviewed individually, the supervisory staff permitted the writer to obtain the desired information from Group B during one of the summary class periods. One hundred per cent participation was obtained from the 34 student teachers contacted.

Included in the supervising teachers group are those teachers who were cooperating with Oklahoma State University in the student teaching phase of the program. The beginning and experienced teacher sample was made up of vocational homemaking teachers in the state, each of whom had graduated from Oklahoma State University in the last five years, or since 1952. In March, 1958, questionnaires accompanied by an introductory letter were mailed to each of these groups. A copy of the forms used for this study are included in the Appendix.

Approximately four weeks after the questionnaires were mailed, a follow-up card was sent as a reminder to those who had not returned their questionnaires. Of the 98 contacts

made for this study, the returns ranged from 100 per cent to 57 per cent for the five groups.

Data were compiled and analyzed in order to determine the kind of planning used for teaching units and lessons, the practices followed, and the beliefs held by the groups contacted. As the last step some general guides and techniques for planning based on the findings that would be in harmony with Oklahoma Homemaking Education Materials were formulated as suggestions for student teachers and teachers.

CHAPTER II

DEVELOPMENT OF A FORM FOR INTERVIEWS AND QUESTIONNAIRES

In order to achieve the purposes of the study (as listed in Chapter I), two methods were used in order to obtain information regarding the development of suggested planning guides for homemaking teachers. First, several members of the Oklahoma State University Home Economics Education staff were interviewed, and their views concerning educational planning were procured. Available current literature, by authorities in the field of teacher education, also was reviewed. Throughout all of the literature emphasis was placed on the importance of planning and the need for incorporating many opportunities for planning. This same emphasis was supported by the Oklahoma State University staff. Careful consideration of these points of view enabled the writer to summarize the information in such a way that tentative guides could be formulated.

The guides were used for the purpose of developing forms for interviews and questionnaires seeking similar information. In the development of the seven planning guides, it was anticipated that these could serve as the framework for compiling the practices and beliefs of those

contacted and later serve as a basis for wording final statements which could be of value to teachers. These tentative guides were in keeping with the opinions of five teacher educators from the field of general education and one authority in home economics education. The seven guides developed, plus statements by authorities which support them, are as follows:

Guide Number One

Long-range planning which incorporates the over-all plan for the semester or year makes it possible to include a wide variety of worthwhile interrelated experiences. This guide is supported by the following statements.

Adams and Dickey said: ". . . Through long-range planning the teacher will be able to carry out in sequences those objectives which have been developed for and by the particular class."¹

Alcorn, Houseman, and Schunert describe the term plan as being ". . . broad in outline, indicating suggested topics, problems, or projects to be used together with expected outcomes."²

¹Harold P. Adams and Frank G. Dickey, Basic Principles of Student Teaching (New York, 1956), p. 156.

²Melvin D. Alcorn, Richard A. Houseman, and Jim R. Schunert, Better Teaching in Secondary Schools (New York, 1954), p. 30.

Alexander and Halverson call attention to planning in the statement: ". . . Once the teacher's study of his teaching assignment has resulted in a statement of purposes for each class, the next step is an over-all organization or framework of instruction."³

Bossing stated: "A unit with its emphasis upon 'a series of related and meaningful activities' suggests wholeness in organization."⁴

Schorling and Batchelder said:

When a variety of problems, projects, materials and activities are arranged in systematic sequence, we have an over-all design or plan in which the year's work is divided into a series of related units.⁵

Williamson and Lyle advised teachers to: "Plan the several sequences of units for the entire year."⁶

Guide Number Two

Interrelated flexible plans organized into a series of teaching or learning units are an aid to achieving desired

³William M. Alexander and Paul M. Halverson, Effective Teaching in Secondary Schools (New York, 1956), p. 445.

⁴Nelson L. Bossing, Teaching in Secondary Schools (New York, 1952), p. 64.

⁵Raleigh Schorling and Howard T. Batchelder, Student Teaching in Secondary Schools (New York, 1956), p. 264.

⁶Maude Williamson and Mary Stewart Lyle, Homemaking Education in High School (New York, 1954), p. 264.

goals or satisfactions. Some statements which uphold this guide are as follows:

Adams and Dickey stated that ". . . plans should be a flexible guide which allows for modification as work progresses."⁷

Alcorn, Houseman, and Schunert wrote: "The work for the entire semester can be organized into a series of inter-related, flexible teaching (or learning) units."⁸

Alexander and Halverson considered that ". . . the teacher's daily plans, following whatever form he finds most useful, are essential. The units of work should be organized around a significant problem or other sources of unity."⁹

Bossing stated that ". . . readiness for the unexpected is part of good planning."¹⁰

Schorling and Batchelder advocated that ". . . the whole plan for the year should be regarded merely as a flexible guide."¹¹

Williamson and Lyle noted: ". . . Plans must be elastic and flexible. Teachers need to make a general plan

⁷Adams and Dickey, p. 152.

⁸Alcorn, Houseman, and Schunert, p. 31.

⁹Alexander and Halverson, p. 461.

¹⁰Bossing, p. 292.

¹¹Schorling and Batchelder, p. 133.

for each unit; that unit will need to be broken down into sections or smaller units."¹²

Guide Number Three

Basis for planning has been established when teachers understand the subject-matter to be taught, the home, the school, and the community. This information would enable teachers to formulate plans which provide rich and broad learning experiences. The following are statements which support guide number three.

Adams and Dickey stated one should ". . . become thoroughly acquainted with teaching materials and resources."¹³ They also wrote: "The teacher's job is to determine where the pupil is and what his needs are with respect to the planning of a program to meet them."¹⁴

Alcorn, Houseman, and Schunert said: "The better informed you are in subject matter, the better your plans are likely to be."¹⁵ They added: "Help students define the objectives in terms of meeting their needs."¹⁶

¹²Williamson and Lyle, p. 268.

¹³Adams and Dickey, p. 175.

¹⁴Ibid., p. 176.

¹⁵Alcorn, Houseman, and Schunert, p. 29.

¹⁶Ibid., p. 40.

Alexander and Halverson stated that ". . . good planning is based on consideration of the interests, needs, and problems of pupils concerned."¹⁷

Bossing wrote:

A teacher needs to have an intimate knowledge of the environmental forces that have played upon the life of the class, collectively and individually.¹⁸

The teacher should possess a broad understanding of the subject matter, materials and activities that will provide the nucleus of the classroom experiences.¹⁹

Schorling and Batchelder said that

. . . if you know a good deal about your pupils, their needs, activities, interests, satisfactions and dissatisfactions; if you know something about your community, its resources and mores; and if you have clearly in mind the general goals of education, you are already a long way down the road.²⁰

Williamson and Lyle noted: ". . . if you are to guide the development of the boys and girls in your classes, you need to know as much as you can about the forces that are influencing the development of each."²¹

Guide Number Four

Cooperative planning involves pupils, parents, and administrators. Teachers who understand and use these

¹⁷Alexander and Halverson, p. 431.

¹⁸Bossing, p. 284.

¹⁹Ibid., pp. 284-285.

²⁰Schorling and Batchelder, p. 213.

²¹Williamson and Lyle, p. 93.

techniques set the stage for pupil growth. The following statements support this guide:

Adams and Dickey said that ". . . it is generally recognized that pupils should have an important share in planning."²² They also stated: "Include the pupils in all stages of planning."²³

Alcorn, Houseman, and Schunert wrote: "The teacher needs to develop skill in sharing responsibility with students in planning, executing, and evaluating the work of the class."²⁴

Alexander and Halverson explained that ". . . the great degree of involvement of pupils is the distinguishing picture in cooperative problem solving."²⁵

Bossing stated: "Every phase of the unit process should represent cooperative planning by teacher and pupils in the realization of pupil purposes."²⁶

Schorling and Batchelder remarked:

The teacher who encourages the pupil to participate in planning is on psychologically sound ground. When teachers and pupils plan together they should plan within a framework that has already been pre-planned by the teacher.²⁷

²²Adams and Dickey, p. 15.

²³Ibid., p. 174.

²⁴Alcorn, Houseman, and Schunert, p. 63.

²⁵Alexander and Halverson, p. 223.

²⁶Bossing, p. 63.

²⁷Schorling and Batchelder, p. 146.

Williamson and Lyle stated that "A teacher must plan for cooperative planning. Plans grow as pupils and teachers think together."²⁸

Guide Number Five

Detailed planning for the beginning teacher provides a feeling of security which enables her to guide students more effectively. Some supporting statements are:

Adams and Dickey advocated that ". . . detailed planning constitutes a guarantee that the parts fit together in a meaningful unit or whole."²⁹

Alcorn, Houseman, and Schunert wrote as follows:

". . . while the teacher learns, with experience, to teach without making detailed written plans, the beginning teacher courts disaster without such plans."³⁰

Alexander and Halverson remarked that "Inexperienced teachers, or most teachers beginning some new procedure, may find it desirable to indicate in some detail how each step in planning is taken."³¹

²⁸Williamson and Lyle, p. 268.

²⁹Adams and Dickey, p. 160.

³⁰Alcorn, Houseman, and Schunert, p. 28.

³¹Alexander and Halverson, p. 465.

Bossing advised that ". . . one should use rather detailed plans at first, but as experience is gained, a briefer form may be employed."³²

Schorling and Batchelder said that "A well prepared lesson plan helps to overcome the feeling of nervousness and insecurity so common in first attempts at teaching."³³

Williamson and Lyle noted: "Student teachers need to write more in planning lessons than one who is experienced."³⁴

Guide Number Six

Evaluation as a part of planning begins with the selection of the objectives, continues through to their completion, and can be used as a means of appraising the past experiences and work of pupils, of encouraging pupils to judge their own growth, and of determining the effectiveness of teaching. Statements which validate this guide are as follows:

Adams and Dickey stated:

Evaluation which is continuous as to operation may be directed toward the nature of the objectives, as well as pupil development.³⁵

³²Bossing, p. 292.

³³Schorling and Batchelder, p. 129.

³⁴Williamson and Lyle, p. 272.

³⁵Adams and Dickey, pp. 281-282.

Evaluation permits determination of the point at which activities and experiences cease to be profitable in meeting the needs of pupils, and assists in the re-direction of the program.³⁶

Alcorn, Houseman, and Schunert wrote that "Evaluation is a process which should occur continuously during the development of the unit as well as at the conclusion of it."³⁷ However, ". . . the primary purpose of evaluation is to facilitate and improve learning and instruction."³⁸

Alexander and Halverson expressed the belief that:

Evaluation is seen as a continuous process that is taking place simultaneously with learning experiences.³⁹

. . . the evaluation of a pupil's progress helps the teacher evaluate his own work with the pupil and plan needed re-directions.⁴⁰

Bossing stated that:

The plan should provide for the proper evaluation of success in the realization of the objectives.⁴¹

The teacher and pupil should recognize in the unit itself the basis for evaluating the success with which the goal of the unit may be achieved.⁴²

³⁶ Ibid., p. 282.

³⁷ Alcorn, Houseman, and Schunert, p. 44.

³⁸ Ibid., p. 361.

³⁹ Alexander and Halverson, p. 396.

⁴⁰ Ibid., p. 398.

⁴¹ Bossing, p. 288.

⁴² Ibid., p. 70.

Schorling and Batchelder wrote that "We recognize that appraisal is a continuous process."⁴³ "We seek to evaluate what the pupil does in terms of goals that are appropriate to his abilities and interests."⁴⁴

Williamson and Lyle noted:

Continuous evaluation is necessary to satisfactory guidance of pupils; it needs to be planned at the same time that methods of teaching, the visual aids, and the class management are planned.⁴⁵

Teachers evaluate pupil development and also their own success in teaching.⁴⁶

Guide Number Seven

Curriculum guides in planning are used along with other suggestions, as plans are made for specific situations.

This guide is upheld by the following statements:

Adams and Dickey expressed the belief that "Curriculum guides should serve only as guides, rather than as substitutes for the teacher's initiative and creativity in planning."⁴⁷

Alcorn, Houseman, and Schunert wrote that

A curriculum guide serves a very important function in providing some continuity of experiences from subject to

⁴³Schorling and Batchelder, p. 297.

⁴⁴Ibid.

⁴⁵Williamson and Lyle, p. 289.

⁴⁶Ibid., p. 285.

⁴⁷Adams and Dickey, p. 158.

subject and school to school. While dead-level uniformity must be avoided, there should be adequate coverage of the subject for study and an absence of undesirable duplication.⁴⁸

Alexander and Halverson noted: "The wise teacher uses a course of study as a guide to his own teaching."⁴⁹

Bossing explained that "Guides represent the best thinking of educational leaders with reference to the overall curriculum pattern but are suggestive only of major curriculum ideas."⁵⁰

Schorling and Batchelder stated: "We try to teach student teachers today to sense when it is necessary to modify a plan that has been carefully designed."⁵¹

Williamson and Lyle wrote that "Curriculum guides for teachers are usually in skeleton form and only offer suggestions which you may adapt to your own situation."⁵²

As can be seen, the foregoing statements support the tentative guides which were developed as a means of formulating an outline for interviews and questionnaires and for wording final statements of the guides.

Constructed first was a personal interview form based on the guides used as criteria for the formulation of

⁴⁸Alcorn, Houseman, and Schunert, p. 281.

⁴⁹Alexander and Halverson, p. 446.

⁵⁰Bossing, p. 55.

⁵¹Schorling and Batchelder, p. 127.

⁵²Williamson and Lyle, p. 263.

questions to be asked. Student teachers were interviewed as to their practices and beliefs concerning educational planning.

Questionnaire forms based on the interview form were developed in order to obtain suggestions from teachers and supervising teachers. A similar form of questionnaire was constructed to gain comparable information from another group of student teachers. All forms developed are listed in the Appendix.

Analysis and interpretation of the data collected from the various groups will be presented as the study is developed.

CHAPTER III

PRACTICES AND BELIEFS REGARDING PLANNING

The Student Teacher Situation

The analysis and interpretation of the findings of a study become more meaningful when the general background for it is understood. In the first part of this chapter, an effort will be made to present a description of the student teaching program of the Home Economics Education Department of Oklahoma State University. This will include information concerning the general organization of the student teaching program, practices through which student teachers become acquainted with the off-campus teaching centers, and some experiences and practices followed by a selected group of student teachers while in the teaching centers.

Since 1940 Oklahoma State University has participated in an off-campus student teaching program. Senior Home Economics majors who desire a Vocational Home Economics Teaching Certificate are required to participate in nine weeks, or one-half semester, of student teaching. At the present time the nine weeks are divided into three periods, one centering on orientation, another on teaching, and the last on summarization. Approximately six weeks are spent in

one of the off-campus teaching centers located in high schools approved by Oklahoma State University and the State Department of Home Economics Education. About 20 teaching centers are used annually by the university, as 50 to 60 student teachers are enrolled in the classes each year.

The majority of the staff members of the Home Economics Education Department of the university actively participate in the student teaching program, as five members serve as university supervisors for the off-campus centers. The activities of the group are coordinated by one member of the staff.

Along with the university supervisors, the high school supervising teachers play an important part in directing the planning practices of student teachers while they are in the off-campus centers. Seventy per cent, or 14, of the 20 supervising teachers contributed to the present study by returning questionnaires. Eight of these supervising teachers have worked with student teachers from two to eight years, while six have nine or more years of experience in supervision. These teachers have actively contributed to the development of the Oklahoma Homemaking Education Resource Materials by attending neighborhood curriculum meetings with other vocational homemaking teachers in their areas. During the last five years, 12 of this group have earned college credit in from one to three curriculum workshops. Nine teachers have finished from one to five methods courses, and

15 have earned credit in from one to six subject matter courses. One would expect this high standard of professional improvement shown among this group, because of the vocational teacher requirement for six semester credit hours of professional improvement every five years.

From interviews and questionnaires it was possible to identify certain practices through which the student teachers became acquainted with the off-campus teaching centers, as shown in Table I.

TABLE I
PRACTICES FOLLOWED IN BECOMING ACQUAINTED
WITH OFF-CAMPUS TEACHING CENTERS

Practices Followed	Group A (Interview)		Group B (Questionnaire)	
	Student Teachers Number	Per cent	Student Teachers Number	Per cent
Visited teaching center	14	82.3	14	82.3
Read reports of yearly plans	12	70.5	10	58.8
Received letters or used college files	11	67.7	3	17.6

For this study information was collected from a total of 34 students who completed student teaching during the present year. Of the total, one-half were interviewed the first semester, and the second group filled in questionnaires during the second semester.

Table I shows that the most extensively used practice for becoming acquainted was a visit to the off-campus teaching center, as 82.3 per cent of both groups made an initial visit. The practice of reading reports of yearly plans was mentioned by 70.5 per cent of Group A and 58.8 per cent of Group B. The third practice is that of receiving letters from the center or using the college files as 67.7 per cent of Group A, while only 17.6 per cent of Group B, used this type of information. Seven student teachers in Group A stated that they already were acquainted with the center in which they taught, and five members of Group B had observed in their assigned teaching centers as part of the methods course which precedes student teaching. As shown in Table I, combinations of practices were followed in helping student teachers gain information concerning the off-campus teaching centers.

The actual teaching experiences of the 34 student teachers varied from school to school. A summary of these can be found by referring to Table II. The tabulations indicate that 64.4 per cent, or 11 student teachers in Group A, actually taught two units, while 58.8 per cent of Group B taught three units. The difference between these groups may have been the time of the year, as Group B taught during the last nine weeks of the second semester. Some teachers plan more short units during this period because of increased school activities. Also shown in the table is that 23.5

per cent of Group A and only two student teachers, or 11.7 per cent, of Group B taught one unit.

TABLE II
TEACHING EXPERIENCES OF 34
STUDENT TEACHERS

Units	Group A		Group B	
	Number	Per cent	Number	Per cent
1. Taught				
One	4	23.5	2	11.7
Two	11	64.4	5	29.4
Three	2	11.7	10	58.8
2. Assisted with				
None	1	5.8	9	53.0
One	10	58.8	5	29.4
Two	6	35.2	3	17.6

Only one student in Group A reported no experience in assisting the supervising teacher, while 53 per cent of Group A assisted with one unit. Six of the 17 reporting assisted with two. The figures reveal that only eight student teachers in Group B assisted with units, as 29.4 per cent assisted with one unit and 17.6 per cent assisted with two. It is evident that, when there was more opportunity for actual teaching, the assisting experiences decreased.

The supervising teachers were asked how many classes they would recommend that student teachers plan for while in the off-campus teaching center. Table III reports that 64.2 per cent of the supervising teachers were in favor of student teachers planning for two classes. Three supervising teachers recommended one class, and two suggested that they plan for three or more classes.

TABLE III
NUMBER OF CLASSES SUPERVISING TEACHERS
RECOMMEND FOR STUDENT TEACHERS

Number of Classes	Number	Per cent
One	3	21.4
Two	9	64.2
Three	1	7.1
More	1	7.1
Total =	14	

While the practices and recommendations of student teachers and supervising teachers are in harmony, one can not see a complete picture, for student teachers have reported the number of units actually taught, and supervising teachers are recommending the number of classes for which student teachers should plan.

The number of units planned by each student teacher was not determined. But, if one assumes that the student

teacher planned the units she taught then from Table III, one could say that more than three-fourths of both groups planned two or more units. In addition, the data in Table IV show that the majority of students made their own plans with a larger portion of Group A using as a basis the plans previously made by the supervising teachers.

TABLE IV
PLANNING PRACTICES FOLLOWED BY
STUDENT TEACHERS

Practices	Group A Student Teachers		Group B Student Teachers		Reported by Supervising Teachers	
	No.	%	No.	%	No.	%
Made own plans	16	94.1	14	82.3	13	92.8
Supervising teacher's plans used as a basis	12	70.5	8	47.0	9	64.2

From this over-all picture of the student teaching program, one learns that a majority of the student teachers had the opportunity of teaching or assisting with two or more classes and that as a minimum each student teacher planned and/or modified plans for two or more units. In addition to the planning needed for the units, each student teacher reported planning daily lessons for the major portion of six weeks. This would indicate that these students participated extensively in planning and that all teachers have need for developing skill in planning.

Analysis of Findings

In order to determine the kind of planning used for units and lessons, the practices followed, and the beliefs held by student teachers, regular teachers, and supervising teachers, data from the interviews and questionnaires were studied. These practices and beliefs were studied to determine the degree to which they harmonize with the seven tentative guides proposed in Chapter II. Because of the close interrelatedness of the guides and the fact that some of the data were related to more than one of the guides, it was impossible to make analysis without some overlapping. An effort was made to analyze the data on the basis of the seven tentative guides and to select only the most pertinent findings. The amount of data as well as the type of data varied for the educational guides.

The data for this part of the study were collected from four groups, as shown in Table V. Of the 98 student teachers and regular teachers contacted, 76.5 per cent responded to the writer's request for information concerning practices and beliefs regarding unit and lesson planning. The responses ranged from 56.6 per cent for experienced teachers to 100 per cent for student teachers. Such a large return from the student teachers was possible because they were contacted at the university.

TABLE V
RETURNS FROM GROUPS CONTACTED

Method Used	Number in Groups	Returns	
		Number	Per Cent
Interview			
Student Teachers Group A	17	17	100
Questionnaires			
Student Teachers Group B	17	17	100
Inexperienced Teachers	14	10	71.4
Experienced Teachers	30	17	56.6
Supervising Teachers	20	14	70.0
Totals	98	75	76.5

The data obtained from the interviews and questionnaires were studied and sorted according to the seven tentative guides. Through studying the data related to each guide it was possible to identify some practices followed as well as some beliefs held by the five groups. A complete statement of the guides, as appeared in Chapter II, will not be repeated, but a word or phrase will be used to identify each guide.

Long-range Planning

The techniques found to be used most frequently for long-range planning were in the following order, as shown in

Table VI: year's program per class, tentative homemaking calendar, planning for the care of the department and profile.

TABLE VI
LONG-RANGE PLANNING

Techniques for Picturing the Over-All Program	Student Teachers		Inexperi- enced Teachers	Experi- enced Teachers	Super- vising Teachers
	A %	B %			
Year's program per class	82.3	76.4	90	100	92
Tentative Home- making calendar	76.4	70.5	80	58.8	85
Planning for care of the department	52.9	29.4	40	64.7	71
Profile (refers to outline of year's work)	11.7	52.9	10	17.6	71

As further evidence that long-range planning was considered important, examination of the responses, as shown in Table VII, to the item "planning with a time schedule in mind" show that from 90 to 100 per cent of the five groups recommended that this factor be kept in mind when planning. To a somewhat lesser degree they recommended "planning for a whole year or semester." This response, also found in Table VII, shows that from 35 to 100 per cent of the five groups were in favor of this item. In addition to these practices

the experienced teachers and supervising teachers listed two methods: first, examination of state reports, student files, home experience information and, second, conferences with students and teachers.

TABLE VII

FACTORS INVOLVED IN PLANNING

Factors	Student Teachers		Inexperienced Teachers	Experienced Teachers	Supervising Teachers
	A	B			
	%	%	%	%	%
Tentative objectives based on students' needs, interests, and abilities	64.7	94.1	90	94.1	100
Flexibility	64.7	94.1	100	100	92.8
Past experiences	100	70.5	70	82.3	85.7
Real life experiences	100	82.3	70	94.1	92.8
Planning for whole year or semester	82.3	35.2	70	100	64.2
Planning with a time schedule in mind	100	94.1	90	94.1	92.8
Planning so each unit is related to the semester or year's work	94.1	58.8	80	94.1	92.8

Interrelated Flexible Planning

While the data relevant to this guide are more limited, it can be seen by studying the responses from the questionnaires, as shown in Table VII, for the item "Flexibility" that the majority of the individuals in all groups felt this was an important factor in planning, and all but one supervising teacher and one student teacher in Group B checked the item. The responses from student teachers, Group A, were not as favorable, for only two-thirds of the students in this group stated that flexibility is necessary in planning. In addition to the above factors, the following statement was made by an experienced teacher: "Flexibility is needed in case of unforeseen interruptions." Another experienced teacher said: "When teaching more than one section of a unit, flexible plans are necessary." Evidence that interrelated plans also are important in planning was shown. The statement, "Planning so each unit is related to the semester or year's work," was checked by a majority in all groups as being a desirable practice to include in planning.

Basis for Planning

The evidences related to this guide are drawn from Tables VIII and IX and are supplemented by the data in Table VII, which is listed as "Factors Involved in Planning."

TABLE VIII

WAYS THE TEACHER MAY BECOME FAMILIAR WITH
HOME, SCHOOL, AND COMMUNITY

Ways	Student Teacher Group B	Inexperi- enced Teachers	Experi- enced Teachers	Super- vising Teachers
	%	%	%	%
Home visits	76.4	90	94.1	57.1
Visits to stores	100	90	94.1	64.2
Civic groups	58.8	70	52.9	76.4
Conferences with other teachers	88.2	90	76.4	Free response
Principal	70.5	60	94.1	Free response
Superintendent	64.7	90	94.1	Free response

TABLE IX

RESOURCES FOR PLANNING

Resources Used	Student Teachers		Inexperi- enced Teachers	Experi- enced Teachers	Super- vising Teachers
	A	B			
	%	%	%	%	%
Oklahoma Resource Materials	64.7	100	80	94.1	100
Books	100	100	80	94.1	100
Other state guides	76.4	64.7	40	47	14.2
People who helped	100	82.3		11.7	92.8

On examining the response to the item, "Planning tentative objectives based on pupils' needs, interests, and abilities," as given in Table VII, the data show that over 85 per cent of the five groups checked the item as important in planning. The responses for the items, "Planning with past experiences" and "Real life experience in mind," which are found in Table VII, were favored by 70 to 100 per cent of all groups.

A study of the data in Table VIII reveals the practices used in order to become familiar with the home, school, and community for all but student teacher Group A which did not report on this item, as no direct statements like these were listed on the interview forms. The practices most frequently listed were: visits to stores, home visits, and conferences with teachers, superintendents, and principals. Almost two-thirds of the four groups reporting recommended becoming acquainted with civic groups, while fewer mentioned church attendance, assisting with adult classes, and making use of the local newspaper.

All five groups reported on a variety of resources used as a basis for planning. Each group listed "books" as the one resource most extensively used with Oklahoma Resource Materials being next. At the time student teachers in Group A were interviewed, only one subject matter area of the Resource Material was available. Perhaps that is the reason slightly less than two-thirds checked this item. Student

teachers reported more use of "other state guides" than the other groups. This practice may be due to the fact that these materials were available in the Teacher Education Laboratory. As can be seen from the data in Table IX, "people" were considered an important resource for planning by the student teachers and supervising teachers. While there is no evidence in the returns which gives direct evaluation of the teachers' understanding of subject matter, it might be assumed that with as extensive use of the resource materials, as shown by the data in Table IX, that a rather adequate understanding of subject matter would be possessed by at least a majority of all groups.

Cooperative Planning

On examination, the data in Table X indicate that to some degree all five groups planned cooperatively. In response to the question, "Who was involved in the planning?" the people most frequently listed by all five groups and in the order of their frequency were: students, parents, and superintendent. Only four groups included the principal, and a small percentage mentioned "self only" and "state supervisor." Further examination of Table X shows that planning cooperatively with the "local supervising teachers" and "college supervisors" was extensively reported by student teachers and recommended by the local supervising teachers. In addition, the following people or groups were mentioned from one to five times: officers of civic groups, doctors,

nurses, beauty operators, store clerks, utility company representatives, the home economics advisory council, and other teachers.

TABLE X
PEOPLE INVOLVED IN PLANNING

People	Student Teachers		Inexperienced Teachers	Experienced Teachers	Supervising Teachers
	A %	B %			
Students	100	94.1	100	82.3	85.7
Parents	52.9	5.8	80	76.4	92.8
Superintendent	5.8	5.8	50	71.4	17.6
Principal	11.7		40	52.9	7.1
Self only		23.5	90	17.6	7.1
Local supervising teachers	100	94.1			92.8
College supervisors	100	76.4			92.8

Detailed Planning

From the response to the question, "Is more detailed planning needed at the beginning of the teaching period than at the end of the period?" one finds that the student teachers and supervising teachers have reported 88.2 to 100 per cent in favor of detailed planning at the beginning as well as all the way through the teaching period. The inexperienced and experienced groups have only favored the

practice by 70 to 82.3 per cent. Some indication that detailed planning at the various stages of the student teaching period was favored by all of the groups was shown by the following statements:

(Student teachers)

My plans were more detailed at the middle of the teaching period as I was less confused about what I was doing.

With unfamiliar units my plans were detailed all through the teaching period.

My plans were fairly detailed all the way through as I wanted them for future reference.

My plans were more detailed at the end of the period, as I understood more how to plan.

I made detailed plans, but I found that I couldn't always use them. However, they helped me better understand the unit I was teaching.

(Beginning teachers)

At first I made detailed plans as I felt insecure.

My plans are more detailed where specific points have to be emphasized.

(Experienced teachers)

I make broad plans for the year, and then I make more detailed plans as I enter each new area of teaching.

My plans are detailed enough that a substitute could teach for me.

The detail in planning depends on how secure I feel.

(Supervising teachers)

I favor detail planning. The amount of planning done as a student teacher carries over to the actual teaching experiences.

Student teachers need detailed plans whether they follow them or not, because of their inexperience in thinking through a class situation.

There cannot be a slacking off in planning; if so, the work shows it.

Time goes slowly at the beginning of the teaching period, and teachers feel more secure with detailed plans.

Student teachers need to understand the needs of the students and how best to accomplish them. The plans used are a means of evaluating what they have accomplished.

Planning in detail is needed throughout the period. My experience is for student teachers not wanting to do enough planning.

Evidence shows that detailed planning was needed all through the teaching period, as well as at the beginning. Experienced teachers indicated that they favor a certain degree of detail in planning, especially when presenting new material.

Evaluation as a Part of Planning

As a means of determining the effectiveness of teaching, as shown in Table XI, all five groups have favored a "short summary each day," while a smaller percentage favored a "weekly summary." The responses also indicated that the groups evaluated their plans with the students. Student teachers also evaluated plans with the local supervising teachers, college supervising teachers, and their teaching partner.

TABLE XI
METHODS OF EVALUATING LESSONS PLANS

Kinds of Evaluation	Student Teachers		Inexperienced Teachers	Experienced Teachers	Supervising Teachers
	A	B			
	%	%	%	%	%
Methods					
Short summary each day	82.3	76.4	60	50	92.8
Weekly summary	17.6	23.5	50	57.1	7.1
People with whom teachers summarized					
Students	100	29.4	100	100	100
Supervisors	47	100			

No direct statements were included in the forms to learn what devices teachers used to determine the growth of students. However, the responses indicate that such testing devices as objective tests, essay tests, pre-tests, check sheets, displays, conferences, checking the end product, and observations were used.

Curriculum Guides for Planning

Some evidence that curriculum guides are used as suggestions is found in Table IX. The data show that 64.7 to 100 per cent of the groups commented that they used the Oklahoma Resource Materials as a basis for planning. On examination

the data in Table XII indicate that the lesson planning form, as suggested in the Oklahoma Homemaking Education Resource Materials, was found usable by 58.8 to 100 per cent of the groups contacted. In response to the item, "Modified the form used in Resource Materials," 35.7 to 52.9 per cent reported that they found this practice necessary. Seven individuals stated that they made their own lesson planning form, and only two indicated using a form set up by the local school.

TABLE XII
FORM USED FOR LESSON PLANNING

Form Used In Resource Materials	Student Teachers		Inexperi- enced Teachers	Experi- enced Teachers	Super- vising Teachers
	A %	B %			
Usable	58.8	94.1	70	70.5	100
Modified	47.0	52.9	50	41.1	35.7
Form set up by local school		5.8		17.6	
Own form		5.8	30	17.6	

There is no information to support how the Resource Materials are used, but one sees from the analysis that the suggested lesson planning form has been found usable by a large group, while a smaller group found modification necessary.

Beliefs and Needs Expressed
by the Five Groups

The foregoing information was concerned mainly with the planning practices of the five groups who participated in the study. Other than the statements or questions which have been analyzed on the basis of the seven planning guides, four free response questions were included in the interviews and questionnaires. From the responses to these questions, the writer was able to obtain further information regarding the planning beliefs and needs of student teachers, regular teachers, and supervising teachers. The four questions included were as follows:

1. What do you think is essential to good unit and lesson planning?
2. What previous course work and experiences do you recognize as beneficial in unit and lesson planning?
3. What were some of the difficulties encountered in unit and lesson planning?
4. What additional help do you feel would have been of value in unit and lesson planning?

Only four of the groups reported on question number one, as it was not listed on the interview form for student teachers. The following statements concerning the essentials of good unit and lesson planning were mentioned by from one-third to over one-half of the individuals of the four groups. The essentials listed in the order of their frequency were:

1. To have an understanding of students' needs, interests, and background.
2. To have the desired goals and objectives well established in the mind of those concerned.
3. To consider long-range planning in regard to sequence.
4. To understand the techniques of cooperative planning.
5. To consider flexibility in planning.
6. To include desirable learning experiences and plenty of activities in planning.

In addition, a small number of student teachers and regular teachers have listed the following:

1. To practice good time management so as to have time for planning.
2. To frequently evaluate the procedures followed when planning.
3. To have an understanding of subject matter and skills.
4. To have an interest in planning.
5. To understand the steps in problem solving.
6. To make wise use of the available teaching equipment.
7. To make plans regardless of experience.

From analyzing the preceding statements, it is evident that the beliefs are in harmony with the seven guides.

However, there are some statements included that were not indicated directly in the guides, such as "the importance of having an interest in planning," "to make wise use of available teaching equipment when planning," and "to allow time for planning."

The interviews and questionnaires included the second question, which was concerned with the previous course work and experiences regarded as beneficial to unit and lesson planning. Courses and experiences listed most frequently by all of the groups were professional courses such as:

1. Student teaching, including the orientation and summarization periods as well as actual teaching period
2. Methods of teaching and observation
3. Demonstrations

It is not surprising that from one-third to over one-half of the groups have mentioned these courses, as emphases in each of these courses are placed on practices and procedures of teaching. To the above list, student teachers added two subject matter courses: home management house residence and meal planning and table service.

The response to the third question, "What were some difficulties encountered in unit and lesson planning?" has been organized according to the statements made most frequently by all groups:

1. Organizing and making plans.
2. Holding the interest of students and teaching on their level.
3. Making plans flexible enough to meet unscheduled interruptions.
4. Finding time to plan.

In addition, the student teachers and supervising teachers listed the following:

1. Understanding the subject matter.
2. Understanding the problem solving approach.
3. Planning with students.
4. Becoming acquainted with students' past experiences.

Judging from these comments, all of the groups expressed a need for improvement in planning practices. However, the response shows that student teachers recognized the greater number of needs. Perhaps the planning guides proposed in Chapter II could serve to some degree in helping teachers meet some of the planning difficulties they encounter.

For the last question, "What additional help do you feel would have been of value in unit and lesson planning?" a number of suggestions were listed; however, only one was made by all of the groups. The data show that more than one-half to almost one-hundred per cent have made the following comment: "In all Home Economics Education courses

there is a need for more help in planning units and lessons." Additional items listed by the student teachers and experienced teachers were:

1. A need for more demonstrations on the techniques of planning.
2. A better understanding of the homemaking books used in the student teaching centers.
3. A need to learn more about the use of sewing machine attachments.
4. A better understanding of the Oklahoma Resource Materials.

A smaller number of experienced teachers and supervising teachers listed the following needs:

1. More and better student evaluation techniques and practices.
2. More opportunity for student teachers to study the pre-plans and state reports made by vocational homemaking teachers.
3. More understanding of the developmental tasks of youth.
4. More Oklahoma Resource Materials for other subject matter areas.
5. A better understanding of the community.

These suggestions may prove of value in varying situations and, if followed, may help in the development of planning skills. It is hoped that the planning guides which

are stated in the following section will serve, to some degree, as a means of helping teachers and others work toward unified integrated educational opportunities for those under their direction.

Formulating Guides Based on Findings

By further analyzing the data and incorporating the findings with the information gained from reviewing literature and interviewing educators in the field of teacher education, the writer has formulated some suggested planning guides. The following are statements of the tentative guides, the findings, and the revised planning guides:

Tentative Planning Guide One

Long-range planning, which incorporates the over-all plan for the semester or year, makes it possible to include a variety of interrelated experiences.

Findings for the five groups studied would seem to indicate that the majority considered long-range planning important when one considers planning for a semester or year as long-range planning. Even though vocational homemaking teachers in Oklahoma include as a part of the first yearly report sent to the state department an "Outline for the entire program," not all indicated this was a practice they would use or recommend to student teachers. A smaller number indicated that they considered or recommended

"Planning for a whole year or semester" as an important factor in planning. Other techniques were used less extensively, but the related findings indicate that members of these groups favored long-range planning. However, the writer feels that this guide might well be expanded to include provision for longer periods of time and a time schedule to be incorporated within long-range plans to give sequence.

Additional findings would indicate that almost all of the groups considered "Planning with a time schedule in mind" as important. Vocational homemaking teachers also include tentative time schedules in their first yearly reports to indicate how much time is allowed in each sequence. However, all groups did not check this as a practice they are following.

In light of these findings the writer recommends that the revised guide be altered to read as follows: Long-range planning is planning for a semester or year in such a way that provisions are made for a logical sequence of worthwhile interrelated experiences, an approximate length of time to be allocated to each unit, and a relationship be seen to plans for the future.

Tentative Planning Guide Two

Interrelated flexible plans organized into a series of teaching units are an aid to achieving desired goals or satisfaction.

While the findings are more limited for this guide, the data studied indicate that the majority favor the item "flexibility" as an important factor in planning. Experienced teachers made statements such as: "When teaching more than one section of a unit, flexible plans are necessary." Another experienced teacher said: "Flexibility is needed in case of unforeseen interruptions." Other evidence which shows that the groups favor the guide was found in their response concerning the usability of the lesson planning form suggested in the Oklahoma Resource Materials. Most groups found the form usable but often found modification necessary. Alexander and Halverson's¹ statement, that the teacher's daily plans should follow whatever form found to be most useful, supports this reported practice of modifying suggested forms and favors flexibility in planning. Evidence that interrelated plans are considered important was shown in the response to the statement, "Planning so each unit is related to the semester or year's work." This item was checked by a majority in all groups as being a desirable factor to include in planning.

These findings support the writer's belief in interrelated flexible planning, and the revised guide follows:
Interrelated flexible planning is planning which gives

¹William M. Alexander and Paul M. Halverson, Effective Teaching in Secondary Schools (New York, 1956), p. 461.

direction in achieving desired goals and satisfactions, yet allows for variations as needs arise.

Tentative Planning Guide Three

Basis for planning has been established when teachers understand the subject matter to be taught, the home, the school, and the community. This information would enable teachers to formulate plans which provide rich and broad learning experiences.

More findings were available on the guide "basis for planning," as it involved more tangible evidence concerned with the practices used by the groups. The data show that a majority of all groups considered or recommended the following factors: "Planning tentative objectives based on pupils' needs, interests, and abilities," and "Planning with past experiences" and "real life experiences in mind." In further support of this guide, a variety of practices which provide a broad basis for planning were checked as being followed: "Visits to stores," "home visits," "contacts with civic groups," and conferences with "teachers" and administrators.

Evidence that the groups considered a variety of resources as a basis for planning is shown by the large number who reported the wide use of "books," the "Oklahoma Resource Materials," and "people" in planning. Further support was revealed through statements such as: "There is a need for a better understanding of the homemaking books

used in the student teaching centers"; "a better understanding of the Oklahoma Resource Materials;" "more resource materials in other subject matter areas;" and "planning so as to make wise use of available teaching equipment."

Available data giving additional support to the guide are found in the statement: "An understanding of subject matter and skills is essential to good planning."

The previous information lends support to the guide as well as the belief of the writer that a variety of sources should be used as a basis for planning. The revised statement follows: Basis for planning is established when teachers understand the needs, interests, and abilities of students, the school, the home, the community, and subject matter to be taught and use this information as a basis for formulating plans.

Tentative Planning Guide Four

Cooperative planning involves pupils, parents, and administrators. Teachers who understand and use these techniques set the stage for pupil growth.

The majority of all five groups would seem to agree with Alexander and Halverson who state that ". . . the great degree of involvement of pupils is the distinguishing picture in cooperative problem solving,"² for students were rated highest among the individuals with whom they worked

²Ibid., p. 223.

cooperatively. However, members of these groups stated that the parents, superintendents, principals, and others should be included in the planning.

As the writer stated in Chapter I of this study, educational planning activities reach throughout the entire teacher education program, but they usually are worked out in cooperation by the educational workers at the various levels. Too much stress can not be placed on the value of using cooperative planning techniques as a means of interpreting the goals to others, as well as a means of setting the stage for pupil growth.

These findings and beliefs support the importance of cooperative planning, and the revised guide is stated as follows: Cooperative planning is planning with pupils, parents, administrators, and others for that part of the program for which each can make a unique and valuable contribution.

Tentative Planning Guide Five

Detailed planning for the beginning teacher provides a feeling of security which enables her to guide students more effectively.

The findings seemed to indicate that a majority of the student teachers and supervising teachers use or recommend detailed planning, not just at the beginning, but all through the teaching period. Further support to the guide was shown in some statements made by student teachers and

beginning teachers: "With unfamiliar units my plans were detailed all through the teaching period." Another said: "My plans were fairly detailed all the way through the period, as I wanted them for future reference." Supervising teachers stated that they believe: "Student teachers need detailed plans whether they follow them or not because of their inexperience in thinking through a class situation." An inexperienced teacher stated: "The detail in planning depends on how secure I feel." These remarks give support to the tentative guide, but the writer believes it should be revised to include other practices and beliefs found in the preceding statements. The revised guide follows: Detailed planning is planning that provides a feeling of security and gives direction as needed according to the training, experience, and skill of the educator and the kind of materials and methods used.

Tentative Planning Guide Six

Evaluation as a part of planning begins with the selection of the objectives, continues through to their completion, and can be used as a means of appraising the past experiences and work of pupils, of encouraging pupils to judge their own growth, and of determining the effectiveness of teaching.

Examination of the findings indicates that all groups extensively used various procedures in evaluating the effectiveness of their teaching. The data indicate that a

majority favored a "short summary each day" while a smaller number recommended a weekly summary. All groups followed the practice of evaluating their plans with the students and, in addition, student teachers evaluated with the local supervising teachers, college supervisors, and teaching partners. The following statement, "Frequently evaluate the procedures followed in planning," is further evidence that teachers consider evaluation essential to good unit and lesson planning. There was some indication that various testing devices were used, but no direct responses were requested for identifying how teachers determined pupil growth. The preceding evidence indicates that the tentative guide could remain as stated: Evaluation as a part of planning begins with the selection of the objectives, continues through to their completion, and can be used as a means of appraising the past experiences and work of pupils, of encouraging pupils to judge their own growth, and of determining the effectiveness of teaching.

Tentative Planning Guide Seven

Curriculum guides in planning are used along with other suggestions as plans are made for specific situations.

There were no findings to show just how the groups used curriculum materials, but there is evidence that all groups favored using suggestions found in the "Oklahoma Resource Materials" and "other state guides." The writer is in

agreement with the statement made by Adams and Dickey³ that curriculum guides should serve only as guides.

The findings further show that a majority of all groups found the planning form suggested in the Oklahoma Resource Materials usable, but many of the groups used it in a modified form. A very small number used a form set up by the school or made a form of their own. Alcorn, Houseman, and Schunert⁴ believe that curriculum guides serve an important function in providing some continuity of experiences, but they also believe that strict uniformity in planning should be avoided. The writer believes the tentative guide should be revised as follows: Curriculum guides are useful in providing the framework for developing the desired unit of work, yet allowing for teacher initiative and creativity.

Seven tentative planning guides based on the findings have been revised and have resulted in some statements which the writer believes may be of value in developing planning skills. Perhaps other guides could be formulated to clarify the value of stating goals as the initial step in planning and the importance of good management of time in planning.

³Harold P. Adams and Frank G. Dickey, Basic Principles of Student Teaching (New York, 1956), p. 158.

⁴Melvin D. Alcorn, Richard A. Houseman, and Jim R. Schunert, Better Teaching in Secondary Schools (New York, 1954), p. 281.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

Because the writer had a special interest in planning and believes in the importance of planning, she undertook the study, "Suggested Planning Guides for Homemaking Teachers." Throughout the study the writer has attempted to identify some planning guides or statements that might be of value to educators. The purposes of the study were:

1. To review the literature in the field of teacher education and to formulate some statements that may be used in the development of planning guides.
2. To develop a better understanding of what constitutes the basis for good unit and lesson planning.
3. To identify the kind of planning used for units and lessons, the practices followed, and the beliefs held by a selected group of student teachers, regular teachers, and supervising teachers.
4. To determine to what extent the practices followed and the beliefs held by the groups are in harmony with the tentative guides for planning units and lessons.

5. To review tentative guides in light of the findings, resulting in statements which might be of value to Home Economists as they use the Oklahoma Resource Materials.

The study was based on the following hypothesis:

Through studying the beliefs of educators and the practices and beliefs of a selected group of student teachers, regular teachers, and supervising teachers regarding the planning of units and lessons, it will be possible to formulate some planning guides which may be helpful when using the Oklahoma Resource Materials.

As a means of clarifying the problem and deciding on procedures, teacher educators were interviewed, and current literature which placed emphasis on educational planning was reviewed. Statements to be used as tentative guides were formulated and used as a framework for developing interview forms and questionnaires. Information regarding the planning beliefs and practices was secured from a selected group of student teachers, regular teachers, and supervising teachers. Of the 98 individuals contacted, 75 contributed information.

The data were studied and analyzed according to information related to the general student teaching program, the seven tentative guides, and free response statements in regard to planning. Although the findings indicated that all the individuals contributing to the study participated

extensively in planning, they still felt a need for developing more planning skills. The writer believes that the hypothesis of the study has been partially supported. Guides which it is hoped will help teachers in planning units and lessons have been formulated, but the effectiveness of the guides has not been proved. The revised guides are as follows:

1. Long-range planning

Long-range planning is planning for a semester or year in such a way that provisions are made for a logical sequence of worthwhile interrelated experiences, an appropriate length of time to be allocated to each unit, and a relationship be seen to plans for the future.

2. Interrelated flexible planning

Interrelated flexible planning is planning which gives direction in achieving desired goals and satisfactions, yet allows for variations as needs arise.

3. Basis for planning

Basis for planning is established when teachers understand the needs, interests, and abilities of students, the school, the home, the community, and subject matter to be taught, and use this information as a basis for formulating plans.

4. Cooperative planning

Cooperative planning is planning with pupils, parents, administrators, and others for that part of the program for which each can make a unique and valuable contribution.

5. Detailed planning

Detailed planning is planning that provides a feeling of security and gives direction as needed according to the training, experience, and skill of the educator and the kind of materials and methods to be used.

6. Use of evaluation in planning

Evaluation as a part of planning begins with the selection of the objectives, continues through to completion, and can be used as a means of appraising the past experiences and work of the pupils, of encouraging pupils to judge their own growth, and of determining the effectiveness of teaching.

7. Use of curriculum guides in planning

Curriculum guides are useful in providing the framework for developing the desired unit of work, yet allowing for teacher initiative and creativity.

After completing this study, the writer is more firmly convinced that educational planning is involved in every

decision and activity. The writer agrees with Richey's¹ concept that planning is a continuous life process in which action is directed by critically reasoned goals. At an early age children should be taught logical thinking through experiences which involve the problem-solving techniques. It is hoped that these suggested planning guides will be applicable for all levels of planning, whether they be at the national, state, or local level, and/or whether it be planning by the student teacher, regular teacher, or supervising teacher. It is recommended that:

1. High school homemaking teachers use the suggested planning guides as a basis for planning units and lessons.
2. College supervisors use the suggested planning guides for helping student teachers in planning units and lessons.
3. State supervisors use the suggested planning guides to help high school homemaking teachers in planning units and lessons.

¹Robert W. Richey, *Planning for Teaching* (New York, 1951), p. 4.

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APPENDIX

OKLAHOMA STATE UNIVERSITY
Department of Home Economics Education
Stillwater, Oklahoma
March 5, 1958

Dear _____

At the present time I am working toward a master's degree in home economics education at Oklahoma State University. I have selected a research problem in the area of student teaching as a part of my graduate work. During the years I was a home economics teacher and a supervising teacher in one of the off-campus centers used by the University, I recognized a need, both as a teacher and as a supervising teacher, for guides to be used as a basis for developing unit and lesson plans. I am attempting to identify and compile some basic guides which may prove helpful to student teachers as well as regular teachers.

Since the state department is in the process of preparing Resource Materials for publication, I feel that a flexible plan can be developed which might be closely related to the Resource Materials set up as a guide by the Curriculum Development Program for Home Economics in Oklahoma Secondary Schools. In order to identify these basic guides, I feel that I need suggestions from all groups in the state who are directly involved in the situation. My plan of work includes contacting a selected number of student teachers, supervising teachers, beginning teachers, experienced teachers, state supervision staff members, and home economics educators of the University. I have had personal interviews with a group of student teachers and have developed a questionnaire to use for collecting suggestions from teachers and supervising teachers. My sample for the supervising teacher group is to be the teachers who are now cooperating with the University in the student teaching phase of the program. The sample for the beginning and experienced teachers will include all vocational home economics teachers in the state who have graduated from Oklahoma State University within the last five years or since 1952.

I am enclosing a copy of the form I have developed and hope you will find it possible to assist me by filling in the questionnaire and returning it at your earliest convenience. With the information received from each of you, I am hoping to develop some basic principles or guides which will help each of us to have a clearer understanding of planning.

I shall appreciate your answering the questionnaire and returning it in the enclosed self-addressed envelope. Thank you for sharing your time and ideas.

Sincerely yours,

Graduate Student

STRATHMORE PAPER

100% PAPER U.S.A.

RE-PARCHMENT

100% PAPER U.S.A.

INTERVIEW FORM "A"

Used by Marie Fleming
Oklahoma State University
November, 1957

Student Teaching Experiences in Unit
and Lesson Planning

Name:

Group
A 1

Location of Student Teaching Center:

-
1. How did you familiarize yourself with the school and the class or classes you were to teach during your period of Student Teaching?
 Visit to school _____ Letter from local supervising teacher _____ Read reports of the yearly plans _____
 Others _____
-

2. What unit or units did you teach? _____
-

What unit or units did you assist in teaching? _____

3. What devices or procedures did you use in order that you could picture the over-all program of teaching?
 Year's program per class _____
 Tentative homemaking calendar _____
 Profile _____
 Planned for the care of the department _____
 Others: _____
-

4. If the unit was started before you arrived at the school, did you--
 Make own plans _____
 Use local supervisor's plans _____
 Others: _____
-

5. What resources did you use as a basis for your planning?

Community _____
 People _____
 Books _____
 Other State Guides _____
 Oklahoma resource materials _____
 Scrapbook _____
 Magazines _____
 Others: _____

6. Did you plan with the following in mind?
 Tentative objectives based on pupil's needs, interests, and abilities _____
 Flexibility in order that your plans could be changed when and if the need arose _____
 Past experiences _____
 Planning for the whole semester or year _____
 Real life experiences _____
 Planning the units with a time schedule in mind _____
 Planning so each unit was related to the semester or year's work _____

Others: _____

7. Who was involved in the Planning?

Self only _____ Parents _____
 College supervisor _____ Local supervisor _____
 Students _____ Others: _____

8. What sort of lesson form did you use?
 A. Form set up by state resource materials?

Level _____
 Time _____
 Major emphasis _____
 Teaching Aids _____
 Learning experiences--home, school, and community _____

Problems _____
 Understandings _____
 (Basic understandings, generalizations,
 principles)

- B. Was the form well organized on a long term basis or unit method which included:

What is to be taught or objectives _____

We aim.

We do or How--which includes methods, content, etc. _____

We use--teaching materials, resources, etc. _____

We learn--basic understandings, outcomes, generalizations _____

- C. A form agreed on by you and your supervisor

(Example) _____

9. Were your plans more detailed at the beginning of your teaching period than at the end of the period?

10. What kind of evaluation of unit and lesson plans was used as you taught? _____

11. What were some of the difficulties you encountered in planning?

12. What course work and experiences prior to your assignments as a student teacher were of definite help to you in your unit and lesson planning?

13. What additional help might you have had which you feel would have been valuable in unit and lesson planning?

Form B.

Oklahoma State University

Used by Marie Fleming

March, 1958

QUESTIONNAIRE TO SUPERVISING TEACHERS
UNIT AND LESSON PLANNING

1. How do you help student teachers to develop some acquaintance with the home, school, and community before they start making unit and lesson plans for the class or classes they are to teach?

2. How many classes do you feel that student teachers should plan for during their teaching period?

One _____ Two _____ Three _____ More _____

3. Which of the following techniques have you found to be helpful in giving the student teacher a picture of the over-all program of teaching? Such as:

Year's program per class _____

Profile _____

Planning for the care of the
department _____

Tentative Homemaking Calendar _____

Others _____

4. If the unit or units which a student teacher plans to teach have already been introduced before their arrival, do they--

Make own plans? _____ Use your plans? _____

Others _____

5. What resources do you recommend that student teachers use as a basis for planning?

Oklahoma resource materials _____

Scrapbooks in your department _____

People who help _____

Books _____

Magazines _____

Community resources, such as: _____

Others _____

6. Which of the following factors do you recommend that student teachers have in mind when planning?

Tentative objectives based on pupil's needs, interests, and abilities _____

Flexibility in order that plans can be changed when and if the need arises _____

Past experiences _____

Real life experiences _____

Planning for the whole semester or year _____

Planning the unit with a time schedule in mind _____

Planning so each unit is related to the semester or year's work _____

Others _____

7. What of the following people do you suggest that student teachers involve in planning?

Self only _____

Parents _____

Local Supervisor _____

College Supervisor _____

Students _____

Others _____

8. What type of lesson form do you recommend for student teachers?

Following is the form used in the state resource materials:

SUGGESTED LEVEL

SUGGESTED TIME

MAJOR EMPHASIS

	LEARNING EXPERIENCES HOME, SCHOOL, COMMUNITY	UNDERSTANDINGS BASIC UNDERSTANDINGS, GENERALIZATIONS, PRINCIPLES	TEACHING AIDS
PROBLEMS			

With the use of a question

APPROACHES:

Do you feel that this form is usable? _____ If not, what would you use? _____

9. Do you feel that it is necessary for student teachers to make more detailed plans at the beginning of their teaching period than at the end of the teaching period?

Please comment _____

10. How do you help student teachers evaluate their unit and lesson plans as they teach?

11. What do you recognize as some of the greatest difficulties student teachers encounter in unit and lesson planning?

12. What previous course work and experiences have you recognized as being beneficial to student teachers in unit and lesson planning?

13. What additional help do you think would be of value to student teachers in unit and lesson planning?

14. How many years have you worked with student teachers?

15. What professional work have you done in the last five years such as:

Curriculum workshops _____

Methods courses _____

Home economics subject matter courses _____

16. Your contribution to this study will be very helpful. If you would be interested in a summary of the findings of this study, please check here _____

Form C.

Oklahoma State University

Used by Marie Flening

March, 1958

QUESTIONNAIRE TO FIRST YEAR AND
EXPERIENCED TEACHERS

1. How many years have you taught home economics? _____
2. Which of the following practices do you follow in order to familiarize yourself with the home, school, and community?
 - Home visits _____
 - Yearly reports _____
 - Visit stores _____
 - Conferences with teachers _____
 - Conferences with principal _____
 - Conferences with superintendent _____
 - Others _____
3. In which of the following ways do you picture the over-program of teaching?
 - Year's program for class _____
 - Tentative homemaking calendar _____
 - Plan for the care of the department _____
 - Profile _____
 - Others _____
4. Which of the following resources do you use as a basis for unit and lesson planning?
 - Oklahoma resource materials _____
 - Scrapbooks _____
 - Books _____

Community, such as _____

People (who?) _____

Other state guides _____

Others _____

5. Which of the following factors do you feel are involved in planning?

Tentative objectives based on pupil's needs, interests, and abilities _____

Flexibility in order that your plans can be changed when and if the need arises _____

Past experiences _____ Real life experiences _____

Planning for the whole semester or year _____

Planning the units with a time schedule in mind _____

Planning so each unit is related to the semester or year's work _____

Others _____

6. Who is involved in the planning?

Self only _____ College supervisor _____

State supervisor _____ Students _____

Parents _____ Superintendent _____

Principal _____ Others _____

7. What type of lesson form do you use?

Form set up by local school _____

The form suggested in the state resource guide _____

Others _____

Your own form _____ (Please give a brief explanation of
the terms you use in your own form)

8. If this is your first year of teaching do you find it necessary to make detailed plans? _____

If you are an experienced teacher how detailed do you make your plans?

9. What method do you use to evaluate your plans as you teach?

Short summary each day _____ Weekly summary _____

Other methods _____

10. What are some of the difficulties that you encounter in unit and lesson planning? _____

11. What course work and experiences prior to your teaching experience are of definite help to you in unit and lesson planning? _____

12. What additional help might you have had which you feel would have been valuable in unit and lesson planning?

13. What do you think is essential to good unit and lesson planning?

14. Your contribution to this study will be very helpful. If you would be interested in a summary of the findings of this study, please check here

Form D.

Oklahoma State University

Used by Marie Flening

May, 1958

QUESTIONNAIRE TO STUDENT TEACHERS
Group B

1. Which of the following practices did you follow in becoming acquainted with the center in which you were to do your student teaching?

Observed in the school as part of methods course _____

Visited school _____ Others _____

2. How many units did you teach? 1 _____ 2 _____ 3 _____

How many units did you assist in teaching? 1 _____

2 _____ 3 _____

3. While in the student teaching center, which of the following practices did you follow in order to familiarize yourself with the home, school, and community?

Home visits _____

Yearly reports _____

Visited stores _____

Conferences with teachers _____

Conferences with principal _____

Conferences with superintendent _____

Others _____

4. If the unit or units which you planned to teach was started before you arrived in the center, did you--

Make own plans? _____ Others _____

Use local supervisor's plans? _____

5. Which of the following were used by you as a means of helping you gain a picture of the over-all program of teaching?

Year's program per class _____

Profile _____
(refers to yearly outline)

Plan for care of the department _____

Tentative homemaking calendar _____

Others _____

6. Which of the following resources did you use as a basis for unit and lesson planning?

Oklahoma resource materials _____

Scrapbooks _____

Books _____

Other state guides _____

Community, such as _____

People (who) _____

Others _____

7. Which of the following factors were considered or used by you in planning?

Tentative objectives based on pupil's needs, interests, and abilities _____

Flexibility in order that your plans could be changed when and if the need arose _____

Past experiences _____ Real life experiences _____

Considered the whole semester or year's plan when planning an individual unit or units _____

Planned unit or units with a time schedule in mind _____

Planned the unit or units so each was related to the
semester or year's work _____

Others _____

8. Who was involved in the planning?

Self only _____ College supervisor _____

Local supervisor _____ Students _____

Parents _____ Superintendent _____

Principal _____ Others _____

9. What type of lesson form did you use?

Form set up by local school _____

Form suggested in the state resource guide, which lists
the following:

	LEARNING EXPERIENCES HOME, SCHOOL, COMMUNITY	UNDERSTANDINGS BASIC UNDERSTANDINGS, GENERALIZATIONS, PRINCIPLES	TEACHING AIDS
PROBLEMS			

With the use of a question APPROACHES:

Do you feel this form is usable? _____ If not, what did
you use? _____ Please give a brief explanation of
the terms you used in your own form _____

10. Were your plans more detailed at the beginning of your teaching period than at the end of the period? _____

11. What method did you use to evaluate your plans as you taught?

Short summary each day _____

Weekly summary _____

With whom did you summarize? _____

Other methods _____

12. What were some of the difficulties you encountered in unit and lesson planning? _____

13. What course work and experiences prior to your teaching experience were of definite help in unit and lesson planning? _____

14. What additional help might you have had which you feel would have been valuable in unit and lesson planning?

15. What do you think is essential to good unit and lesson planning? _____

VITA

Marie Beth Fleming
Candidate for the Degree of
Master of Science

Thesis: SUGGESTED PLANNING GUIDES FOR HOMEMAKING TEACHERS

Major Field: Home Economics Education

Biographical:

Personal Data: Born in Verden, Oklahoma, March 3, 1913, the daughter of John Stephen and Myrtle May Protzman.

Education: Attended grade school at Verden, Oklahoma; graduated from Verden High School, 1932; received the Bachelor of Science degree from Oklahoma State University, with a major in Home Economics Education, in May, 1936;

Graduate Study: Attended Colorado State University, Summer, 1939; entered Oklahoma State University in July, 1957, pursuing work toward the Master of Science degree, and completed requirements in August, 1958.

Experiences: Taught Vocational Homemaking in Stilwell and Cleveland, Oklahoma. Resigned from teaching in Cleveland High School in May, 1957, to accept General Foods Fund Fellowship for Graduate Study in Home Economics.

Organizations: American Vocational Association, Oklahoma Vocational Association, Oklahoma Home Economics Association, American Home Economics Association, Oklahoma Education Association, and National Education Association.