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THE UNIVERSITY OF OKLAHOMA

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AN ANALYSIS OF THE STUDENT TEACHING PROGRAMS IN OKLAHOMA

A DISSERTATION

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DOCTOR OF EDUCATION

BY

ROBERT ALBERT HASSKARL, JR.

Norman, Oklahoma

1963

AN ANALYSIS OF THE STUDENT TEACHING PROGRAMS

IN OKLAHOMA

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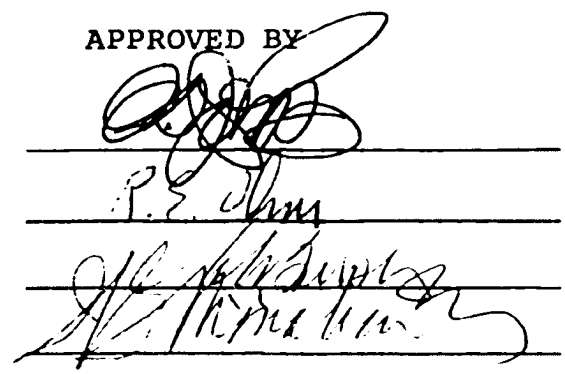

DISSERTATION COMMITTEE

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AN ANALYSIS OF THE STUDENT TEACHING PROGRAMS IN OKLAHOMA

CHAPTER I

INTRODUCTION

This study is in the general area of teacher education. This report is a status study of current practices of the student teacher phase of teacher education in Oklahoma colleges and universities. It describes the various ways different institutions solve similar problems. A study of this type is consistent with the accepted principle that the improvement and evaluation of teacher education and certification should be a continuous, cooperative process. This is possible only when reappraisal is also continuous and constructive.

This chapter contains a brief review of the background of the problem, and the needs and purposes of the study. It includes a statement of the problem, and the definitions of terms. Kinds and sources of data are identified. The method of research is described as to type, design, and procedure. The chapter closes with an explanation of the organization of the report.

Background, Need, and Purpose

Background

Student teaching programs have attempted to provide guidance and direct experiences desirable in improving the quality and quantity of professional skills and attitudes. The following statement by Curtis and Andrews emphasizes the importance of helping the student develop his full potentialities as a teacher.

> The purpose or function of student teaching, across the country, is to provide opportunities, under guidance, for the student teacher to develop and evaluate his competencies in the major areas of teacher activity in the public schools.[1]

For many years the American Association of Colleges for Teacher Education (formerly American Association of Teachers Colleges) used a series of standards as the basis for accreditation. These standards defined the characteristics of an acceptable program of teacher education. Developed by the Association itself, and not some outside accrediting agency, these standards were constantly revised to keep pace with the needs of a growing program.[2]

In 1936, the American Association of Teachers Colleges decided to move in the direction of qualitative standards, as

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[1]Dwight E. Curtis and Leonard O. Andrews, Guiding Your Student Teacher (New York: Prentice-Hall, Inc., 1954), p. 4.

[2]E. S. Evenden, "A Quarter Century of Standards," First Yearbook, American Association of Colleges for Teaching Education (Oneonta, New York: American Association of Colleges for Teacher Education, 1948), p. 99.

opposed to quantitative ones. Over a period of several years, all standards were revised and evaluation schedules prepared to facilitate their application in the various types of teacher education institutions.[3]

In 1954, the American Association of Colleges for Teacher Education transferred its accreditation responsibility to the National Council for Accreditation of Teacher Education.[4] In substance and form, there is very little difference in the standards used by this organization and the revised standards which were used by the American Association of Colleges for Teacher Education. It will be noted that the accreditation standards of both organizations are not concerned with minimum requirements but with desirable goals.

Need

A careful search of the literature and inquiries directed to the United States Office of Education and the Research Division of the National Education Association revealed that a vast amount of research of national scope has been done on student teaching. However, only two of the studies have been directed to student teaching in Oklahoma.

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[3]American Association of Colleges for Teacher Education, Revised Standards and Policies for Accrediting Colleges for Teacher Education of the American Association of Colleges for Teacher Education (Oneonta: American Association of Colleges for Teacher Education, 1952), pp. 5-40.

[4]George F. Donovan, Developments in the Accreditation of Teacher Education in the United States (Washington: National Catholic Educational Association, 1956), p. 7.

In recognizing the importance of professional laboratory experiences in teacher education programs, the Oklahoma Commission on Teacher Education and Certification requested that a survey be conducted concerning these experiences in teacher education throughout the state. Two major areas concerning professional laboratory experiences were investigated. Section one of the survey instrument elicited information about pre-student-teaching laboratory experiences; section two was designed to discover provisions for student-teaching programs themselves. Only fourteen of the seventeen teacher training institutions in Oklahoma responded to the survey. Conclusions drawn in the report were not made against a definite criteria.[5]

In 1956, the Subcommittee on Student Teaching of the North Central Association of Colleges and Secondary Schools conducted a study of the problems of student teaching. The purpose of this study was to obtain factual information concerning practices and procedures in cooperative student teaching programs among colleges, universities, and schools in the North Central area. The Subcommittee found that there was relatively little available information concerning the extent of participation by typical school systems, the attitudes of teachers and administrators toward such programs, or the most prevalent problems considered from the standpoint of the school

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[5]Special Study Committee of the Oklahoma Commission on Teacher Education and Certification, Report on Laboratory Experiences Provided as a Part of the Program for Preparing Teachers in Oklahoma. Confidential Report, unpublished, June 25, 1960.

system. Consequently, a questionnaire study was made in order to get such information. Replies were received from 1,029 school systems in the North Central area. States were mentioned on occasion, but specific schools were not identified by name. In all cases, practices of the schools were included in summary statements.[6]

The present study differs from previous reports in the following ways:

1. Objectives of the various institutions in their student teaching programs are discussed.

2. Procedures which are being used in student teaching programs in each institution are compared.

3. Conclusions are presented from the data obtained.

4. Recommendations are made for improvements of student teaching programs.

The reports mentioned indicate a growing interest in the student teaching phase of teacher education. They also show the relative lack of organized information on the subject of student teaching in Oklahoma. The fact that only one research project on student teaching in Oklahoma has been completed should establish a need for this study. According to R. E. Johnson, Executive Secretary, Oklahoma Commission on Teacher Education and Certification, "One of the greatest needs

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[6]Subcommittee on Student Teaching, "Some Guiding Principles for Student Teaching Programs," North Central Association Quarterly, XXXII, No. 2, October, 1957, pp. 193-196.

at the present time is a study which would reveal exactly what type of programs are being pursued by all the institutions in Oklahoma."[7]

Purpose

The purpose of this study was to discover the procedures used in the student teaching phase of teacher education in the various institutions in Oklahoma. As a result, a more full, complete picture of the total student teaching program in Oklahoma is available. After the policies of the various institutions were known, an appraisal of practices was made. This study can serve as a source of ideas and as a basis of comparison for those seeking to improve their practices in this area.

The Problem

Statement of the Problem

The problem was stated in the form of the question, "What are the essential characteristics of the various programs of student teaching now in progress at the approved Oklahoma colleges and universities?" The study was designed to discover answers to certain questions concerning the experiences of Oklahoma institutions of higher learning.

1. What are the characteristics of the program?
2. What are the strong and weak points of the program?

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[7]Interview with R. B. Johnson, September 20, 1962.

Director of student teaching is the person designated by the college with administrative responsibility for organizing and coordinating the college's total program of student teaching.

Resident center is a student teaching center in which the student lives and participates in the community life and activities as a part of the professional laboratory experience.

A cooperating school is a school which is not controlled or supported by the college but which does provide facilities for professional laboratory experiences in the teacher education program.

A cooperating school supervising teacher is one who performs the responsibilities of a supervising teacher in a cooperating school. This person works directly with the students in the cooperating school and with the student teachers.

The college supervisor of student teaching is the college representative who is responsible for supervising a student teacher or a group of student teachers.[10]

The Data

The primary data used in this study consisted of responses to questionnaires, personal interviews, letters, and miscellaneous printed and duplicated materials obtained from the selected cooperating school systems. The secondary data

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[10]The Association for Student Teaching, "Selected Terminology in the Field of Professional Laboratory Experiences in Teacher Education," (Cedar Falls, Iowa: The Association for Student Teaching, 1958), p. 1. (Mimeographed.)

were obtained from literature, letters, publications, and other descriptive materials from state educational agencies, the United States Offices of Education, and the Research Division of the National Education Association.

The Method of Research

Type of Research

The type of research used in this study is known as "The Description and Appraisal of Status."[11] It is recommended for use in studies which seek to develop an adequate description of the status of educational practices, or to describe and appraise various kinds of educational processes. It permits such descriptions and appraisals in which the goal is accurate information concerning the group at hand rather than the application of the findings to a larger population. It was chosen because it seemed to satisfy the needs and limitations of the study.

Research Design and Procedure

The first step in the procedure was to review the work of the Committee on Standards and Surveys of the American Association of Teachers Colleges and the American Association of Colleges for Teacher Education to determine the historical development of standards in teacher education. In addition to

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[11]Arvil S. Barr, Robert A. Davis, and Palmer O. Johnson, Educational Research and Appraisal (New York: J. B. Lippincott Company, 1958), pp. 124-157.

this, the writer surveyed the professional literature pertaining to student teaching programs.

In September, 1962, student teaching handbooks from the University of Oklahoma were sent to the seventeen institutions who operate a student teaching program in the state of Oklahoma. The schools were requested to send a copy of any similar materials that they distribute to their student teachers. The idea was to obtain an overview of the policies and practices in the different institutions.

In order to determine the nature of the standards now being followed in student teaching programs, the following techniques were used.

Documentary analysis.--The writer examined the standards and policies for accreditation of the Oklahoma State Department of Education Commission on Teacher Education and Certification and the National Council for Accreditation of Teacher Education.

Semi-structured or Focused Interview.--The semi-structured or focused interview technique was used as the principal methodology. The interview schedule was developed to obtain statements of practice in the administration and organization of the student teaching experience. This approach is very successful when one is attempting to secure information about complex problems not easily answered by direct questions. Regarding the interview technique Argyris states:

> In the interview, questions can be asked which permit the employees to project their more unconscious thoughts

> and to share those views about which they may be more defensive. For example, the question, "If you were hiring someone for a job like yours, what kind of person would you look for?" can provide rich material about the respondent's personal inner tensions and the difficulties which he relates to the organization.[12]

A preliminary form of the interview schedule was submitted to the members of the writer's advisory committee. Their suggestions relative to the organization of the instrument and the arrangement and wording of the questions were used in the final Draft. A copy of the interview schedule is in Appendix II.

Treatment of the data.--The secondary data, obtained from the literature and materials received from the National Education Association and the Oklahoma Department of Education were carefully reviewed and analyzed. The findings from this review were used as supplemental material in writing the following parts of the report: (1) background of the study, (2) need for the study, and (3) the purposes of the student teaching programs.

The primary data, obtained from the interviews, were tabulated, organized into tables, reviewed, and analyzed. This descriptive information supplied the material from which the body of the report was developed.

Organization of the Report

The report begins with an introduction explaining the background, need, and purpose of the study. A statement of

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[12]Chris Argyris, Understanding Organizational Behavior, (Homewood, Illinois: Dorsey Press, 1960), p. 11.

the problem, including delimitations and definition of terms, a description of the data, and an explanation of the type, design, and procedure of the research complete this part of the study. The body of the report deals with the following phases:

1. Present procedures and objectives of the student teaching program.

2. Strengths and weaknesses of the student teaching program.

3. Desirable improvements of the student teaching program.

4. Administration of the student teaching program.

The report closes with conclusions, evaluations, and recommendations by the author.

CHAPTER II

REVIEW OF RELATED STUDIES

A vast amount of research has been done on student teaching; from this, the writer has selected the more pertinent literature to discuss. Some studies have been completed concerning various elements of it, such as the teaching load of the supervisory staff, compensation for cooperating teachers, course work load of the student teacher during the student teaching experience, and the nature of the supervision of student teachers in institutions using cooperating schools.

In this chapter the writer will review some studies which, in his opinion, have implications for putting into effect high quality student teaching programs in teacher education. One of the earlier studies was conducted by Garrison in 1927. He indicates in his study, the need for standards to improve the professional preparation, professional status, and the work load of the supervising teacher in college laboratory schools. This study bears particularly heavily upon the status of the supervising teacher on the college staff and upon the work load of such a teacher. Garrison concludes:

> 1. The training supervisors, upon the attainment of suitable standards in essential respects, should be given

d. increasing the time allotment given to student teaching and to other laboratory activities of teacher education.
e. increasing the amount of academic credit awarded for student teaching.
f. the use of laboratory activities, including student teaching, as the reference point of the whole curriculum in teacher education.
g. student teaching on more grade levels.[2]

In 1948 the Association for Student Teaching appointed a committee to explore the problems of off-campus student teaching. Glennon and Weeks worked jointly to determine the administrative aspects of such programs. This study represented practices in 139 teacher education institutions accredited by the American Association of Colleges for Teacher Education.

An item of inquiry in this study contained reference to the academic program of student teachers doing off-campus student teaching. It was found that 69.4 per cent of the institutions reporting did require the student to carry some course work while 30.6 per cent had no such requirement. The median number of credit hours carried was ten, with the least being two and the most being seventeen. The committee's conclusion concerning this practice was:

> It seems obvious that a student carrying ten or more credit hours of course work concurrently with his student teaching experience can hardly be expected to feel adequate to both tasks or to grow to his optimum in ability to guide a teaching-learning situation.[3]

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[2]W. Ray Rucker, "Trends in Student Teaching - 1932 to 1952," Journal of Teacher Education, 4:261, December, 1953.

[3]Vincent J. Glennon and Edwin E. Weeks, "The Administration of Programs of Off-Campus Student Teaching," Thirtieth Yearbook, The Association for Student Teaching (Lock Haven, Pennsylvania: Association for Student Teaching, 1951), p. 54.

This study also included a question of policy as to whether the student was required to live in the community during his off-campus experience. The analysis of this item indicated 69.7 per cent of the institutions do not require the student teacher to live in the community.

> To allow the student to live elsewhere than in the community, perhaps, deprives them of some of the most important benefits to be derived from an off-campus assignment--becoming an integral part of the community, adjusting to its social life, and becoming acquainted with not only the school personnel, but the clergymen, the businessmen, the political leaders, etc.[4]

A problem of great concern to institutions using off-campus centers has been the status and recognition of cooperating school supervising teachers. According to Glenn and Weeks, the types of awards made to cooperating schools and cooperating teachers are:

1. Payment of money directly to the cooperating school or school district.
2. Awarding of tuition credit to the cooperating teacher.
3. Awarding of cash honorarium to the cooperating teacher.
4. Furnishing substitute teachers for the cooperating school.
5. Furnishing expense money for ccoperating teachers' attendance at workshops, conferences, and conventions.
6. Housing of public school students in college-owned buildings.
7. Granting to cooperating teachers the use of college facilities not offered to other teachers.
8. Supplying educational equipment, supplies, texts, and furniture.
9. Supplying occasional consultant services by college staff.
10. Awarding of a four-year scholarship to a student of the cooperating school.

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[4] Loc. cit.

11. Awarding a cash honorarium to the cooperating principal.
12. Awarding of credit toward the bachelor's degree to the cooperating teacher.[5]

Evans' study in 1957 was to determine practices pertaining to the supervision of student teachers and the faculty load in 225 institutions which were members of the American Association of Colleges for Teacher Education. In slightly over half of the colleges included in this study, student teaching was done in both campus and off-campus schools. Slightly less than half reported the use of off-campus schools exclusively, and in only five cases were campus schools used for student teaching entirely. This study showed great variation in the number of student teachers assigned to each supervising teacher. In 45.7 per cent of the institutions, it was reported that they assigned only one student teacher to each supervising teacher in the cooperating or campus laboratory school; 25.3 per cent assigned two students per teacher; 7 per cent assigned three; 6 per cent assigned four; and the remaining 16 per cent were scattered.[6]

Evans also examined practices in the institutions concerning the number of student teachers for whom a college supervisor was responsible for visiting. It was found that 70 per cent of the institutions had a formula to guide them in

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[5]Ibid., p. 58.

[6]Howard R. Evans, A Survey of Student Teaching Practices and the Calculation of Teaching Load (Oneonta: American Association of Colleges for Teacher Education, 1957), p. 2. (Mimeographed.)

their practices. Of the institutions having a definite formula, the median number of students assigned per credit hour of load was 3.5.[7]

The extreme variation in the practices reported in this study, led Evans to conclude:

> Probably it should not be expected, perhaps it is not even desirable that there should be any strict uniformity among the schools with regard to these practices. It would seem, however, that the tendencies toward uniformity found among the colleges and universities in their various academic practices would suggest that the variations in the practices with regard to student teaching are more extreme than would be necessary in order to provide for whatever particular differences exist in the different institutions.[8]

A nation-wide study was made by Strebel in 1935 to determine the nature of the supervision of student teaching in universities which used cooperating schools. The specific purposes of the study were:

> 1. To make a survey of current supervisory practices.
> 2. To evaluate present practice in terms of principles established by documentation.
> 3. To make such recommendations relative to the supervision of student teaching done in public high schools as may be warranted by an interpretation of the data.[9]

Strebel used three different questionnaires for supervisory personnel, student teachers, and directors of student teachers. Participating in this study were eighty-two supervisors, 196 supervising teachers, 1,302 student teachers, and

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[7] Ibid., p. 5. [8] Ibid., p. 8.

[9] Ralph F. Strebel, The Nature of the Supervision of Student Teaching in Universities Using Cooperating Public High Schools (New York: Bureau of Publications, Teachers College, Columbia University, 1935), p. 6.

thirty directors of student teaching. As a basis for evaluating the various aspects of the study, Strebel set up the following principles as a guide:

> 1. The student teacher should be inducted into responsible teaching by means of a progressive series of increasingly difficult and increasingly complex activities.
> 2. The supervisory program should provide for the preparation of student teachers for their observation and participation activities and for an evaluation of the experience received in these activities.
> 3. Members of the supervisory staff should be thoroughly trained in the field of supervision and have a breadth of experience.
> 4. Supervision of student teaching should be considered as a regular part of the service load of supervising teachers and university supervisors.
> 5. The supervisory staff should carry on its activities in terms of a well coordinated program.
> 6. The supervision of student teaching should make its focal point the integration of educational theory and subject matter with classroom practice.
> 7. Induction into responsible teaching should be differentiated in length and variety of activities on the basis of the needs of the individual students.
> 8. Universities should have enough control over the schools in which practice is given to approve the teachers with whom students are placed, determine the assignments of students and modify the curriculum and methods of instruction in the schools.
> 9. Cooperating public high school teachers who serve as supervising teachers should be subsidized by the university.
> 10. The student teaching program should provide for practice in all phases of the teacher's work.[10]

Regarding the student teaching supervisory staff, some of Strebel's findings were:

> 1. The data reveal that with 23 per cent of the university supervisors holding only a baccalaureate degree and with 53 per cent of the supervising teachers holding less than a master's degree, a large proportion of the supervisory staffs in student teaching had inadequate academic preparation.

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[10] Ibid., pp. 13-26.

2. Slightly more than 25 per cent of the university supervisors were identified in a primary way with university subject-matter departments. This is an encouraging indication, but for effective integration there should be upward extension of this to the point where a large proportion of the subject-matter teachers participate in supervision.

3. Since the evidence shows that university supervisors assumed the supervision of student teaching in addition to a regular teaching load, their supervisory load of the supervising responsibilities were too heavy for effective work. The supervisory load of the supervising teachers was not excessive.[11]

As a result of his study, Strebel made the following recommendations concerning supervision of student teaching:

1. The professional status of the supervision of student teaching in the universities should be raised.

2. Supervising teachers should be selected jointly by the university and public schools on the bases of professional training, experience, and personal fitness.

3. So far as possible, universities should build up a permanent staff of supervising teachers.

4. Since both classes of supervisory officers have professional contacts with the student teachers their work should be closely coordinated.

5. There is need for closer integration of the various factors within the university which contribute toward the preparation of teachers.[12]

Standard VI, "Governing Professional Laboratory Experiences," of the American Association of Colleges for Teacher Education has had considerable influence on teacher education programs. In 1953, Lindsey conducted a study to find what changes had occurred in programs of teacher education since the adoption of the Standard. Her data was secured from: (1) Evaluation Schedules, (2) studies in teacher education over a period of five years, and (3) a review of professional literature on teacher education.

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[11] Ibid., pp. 37-38. [12] Ibid., pp. 123-126.

A summary of the data secured from a one-third sampling of the Evaluation Schedules completed by the close of 1953 show:

> 1. There is significant increase in provision for professional laboratory experiences throughout the four years of the college program.
> 2. A greater number of institutions provide opportunities for prospective teachers to observe and participate in activities in the total school and in the community.
> 3. Provision for direct experiences is made chiefly through work in educational psychology and methods courses with very limited opportunities in subject-matter courses.
> 4. In general, students are spending more time in student teaching, both because of increased emphasis on full-time student teaching and because of increase in the length in assignment to student teaching.
> 5. Provision for individual differences of students in student teaching is still limited, the chief provision being through adjustments in the nature of activities.
> 6. There is a marked increase in use of off-campus, college cooperating schools in all phases of the sequence of professional laboratory experiences.
> 7. The extent to which community agencies are used as facilities for laboratory experiences is far greater than that identified in the 1948 report.
> 8. Students engaged in professional laboratory experiences still get their guidance from laboratory school teachers of education, with little participation in this activity by subject-matter teachers.[13]

The activities of various professional organizations, the evidence from professional literature, and doctoral studies also supported the conclusion that Standard VI has influenced teacher education programs. In summarizing, Lindsey states:

> The evidence is clear. Standard VI has greatly influenced the thinking and behavior of teacher educators. It has stimulated curriculum revision in institutions engaged in preparation of teachers. It has precipitated,

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[13]Margaret Lindsey, "Standard VI--Five Years After," Seventh Yearbook, American Association of Colleges for Teacher Education (Oneonta: American Association of Colleges for Teacher Education, 1954), p. 124.

> even among educators whose chief concern is in in-service education, sincere concern over the degree to which programs of teacher education are realistic.[14]

In the last ten years there have been at least thirteen dissertations on student teaching and thirty-one other research reports and articles.

Summary

This chapter is a review of what the writer feels are the more important studies in relation to the current works which have been made in the field of student teaching. From the earliest studies down to the present time, ideas have been suggested to improve the student teaching program. Although many of the methods suggested are excellent, very few have been put into practice.

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[14] Ibid., p. 130.

CHAPTER III

PRESENTATION OF DATA

Introduction

Teacher education programs have taken many forms of organization and administration in an effort to provide the quality of experience for prospective teachers which is set forth in Standard VI of the National Council for the Accreditation of Teacher Education. This qualitative standard imposes no rigid requirements nor certain paths to follow, but encourages progress toward goals which provide direction. In this chapter, administration of student teaching and special aspects are discussed.

The increasing college enrollments following World War II, the demand for more direct experience in teacher education, and varying local conditions have presented problems of intense concern for teacher preparing institutions. These problems are not peculiar to any one plan or program of teacher education, and the severity of the problems and possible means of solving them are often different for each.

In this chapter the writer presents the data obtained from the interviews (See Appendix II) concerning organization,

administration, student teaching practices, and recommendations for up-grading student teaching programs. In analyzing the data, it is important to keep in mind that there is only one campus laboratory school in the state.

Administration of Student Teaching

The determination of the work load of faculty members engaged in the supervision of student teachers presents a continuing and difficult problem to administrators. This problem is made even more difficult by the many subjective factors involved in the very nature of the job of the college supervisor. Some of the factors which should be considered important in determining the work load are the number of students to be supervised, the number of classes taught, the number of advisees on campus, and the number and nature of the committee assignments usually given faculty members.

According to the statements made by those interviewed, the number of students a college supervisor is responsible for during the term does not appear to limit his effectiveness as much as the other responsibilities to which he is assigned. Table 1 indicates the teaching load of the college supervisor in addition to his supervisory duties. It is noted that 83 per cent of the college supervisors teach classes on campus. The range in number of hours taught is from zero in three institutions to twelve hours in two. The supervisors at Oklahoma College for Women teach a full load except during the six-weeks student teaching period each semester. Due to a larger number

of student teachers each spring term, the supervisors at Langston University have their normal teaching load reduced to six hours.

TABLE I

HOURS OF TEACHING BY COLLEGE SUPERVISOR

Hours of Teaching	Number of Institutions	Percentage
0	3	17
3	2	12
6	7	41
7	2	12
10	1	6
12	2	12
Total	17	100

Several of the respondents were of the opinion that the college supervisor should actively participate in committee work on campus, and should have a part in determining policy and in knowing what is going on in the college which prepares the students he will supervise. However, it was stated that caution should be exercised in making these committee assignments, and the college supervisor of student teaching should not be assigned to committees which will be so time consuming as to hinder his supervisory duties off campus. The institutions involved in this study report that 85.7 per cent of the college supervisors of student teaching have committee assignments.

Table II indicates the number of college supervisors utilized by the institutions in their programs. Since the number of student teachers supervised by college supervisors averages from 10 to 15 each semester, these figures can also serve as a guide to the number of student teachers each institution instructs. In most cases, the supervisors are members of academic departments at the colleges and represent the student's teaching fields.

TABLE II

TOTAL NUMBER OF SUPERVISORS

Number of Supervisors	Number of Institutions	Percentage
2	6	35
3	3	17
4	1	6
5	1	6
6	1	6
9	1	6
12	1	6
15	1	6
20	1	6
28	1	6
Total 104	17	100

Professional preparation and experience were the outstanding qualifications required by the institution for a

supervisor. All of the colleges in Oklahoma with a teacher education program require a master's degree as a minimum. In two institutions the doctorate is the minimum degree held by supervisors of student teaching. The majority of the supervisors hold a doctorate degree as shown in Table III.

TABLE III

DEGREE REQUIRED OF SUPERVISORS

Minimum Degree Required	Number of Institutions	Degree of Majority of Supervisors	Number of Institutions
Masters	15	Masters	5
Doctorate	2	Doctorate	12
Total	17		17

All of the supervisors in ten, or 59 per cent, of the teacher training institutions are in the department of education. Fifty-nine per cent of all the supervisors are in the departments of education. In Table IV the average number of supervisors in each institution is seven.

All of the colleges reported that the cooperating schools in which student teaching stations are maintained are chosen because of welcoming attitudes on the part of administrators and cooperating teachers. The services of only the most competent teachers are utilized in each of the cooperating schools. In all of the schools the physical elements and equipment are adequate. Since transportation to the student teaching station in many cases presents problems, the accessibility of the cooperating schools is an important factor. Some

of the teacher training institutions use only cooperating schools in their immediate vicinity, while other colleges utilize schools which are a great distance from the college.

TABLE IV

STATUS OF COLLEGE SUPERVISORY STAFF

Number of Supervisors	Number in Education Department	Percentage
2	2	100
2	2	100
2	2	100
2	2	100
2	2	100
2	2	100
3	3	100
3	3	100
3	3	100
4	3	75
5	2	40
6	6	100
9	6	67
12	4	33
15	2	13
20	18	90
28	9	32
Total 120	71	---

The practice with respect to the compensation of cooperating schools or teachers varies considerably from one institution to another. Many teachers are compensated directly for their service, usually on a per-student basis. However, one college contributes to the local school system, and the funds are used for the professional library, audio-visual aids, expenses for professional meetings, and teaching aids and materials from which the entire staff profits. Other forms of compensation are less tangible, but important. These include scholarships for the cooperating schools, tuition-free courses, or a tuition concession. Since cooperating teachers provide a valuable professional service for teacher education institutions, it seems that compensation, regardless of type, is reasonable and defensible.

Table V indicates the cash payments to cooperating teachers or schools by the institutions participating in this study. The considerable variation from institution to institution can be seen, the range being from $22.50 to $60.00 per student teacher. Eight colleges in Oklahoma offer no compensation either to the cooperating teacher or their school.

All of the colleges in Oklahoma with a teacher education program follow basically the same procedure in assigning student teachers to their cooperating schools. The director of student teaching has the responsibility for developing student teaching stations, and for assigning student teachers to the stations. In fulfilling these duties, the director of

student teaching seeks all possible aid from the supervisors and the public school administrators.

TABLE V

COMPENSATION TO COOPERATING TEACHERS OR SCHOOL SYSTEMS

Compensation per Student Teacher	Number of Institutions	Percentage
None	8	47
$22.50 per month	1	6
$25.00	3	17
$60.00	1	6
Scholarships	4	24
Total	17	100

On the subject of control over assignment of individual student teachers the institutions' actions can be grouped into three categories. The majority of the colleges, 65 per cent, reported that all assignments are worked out on a cooperative basis, with the college having the privilege of making the final decision. All the colleges which make financial or other compensation to the cooperating schools or teachers assign their student teachers to stations; however, several colleges which make no payments also are included in this category.

The colleges in the second group, comprising 23 per cent, have some, but not complete control over assignment of individual student teachers. In most cases here the attitude of the public school administrators plays a very significant

role. Only two colleges, 12 per cent, have no control over assignment. Both of these institutions are satisfied with this arrangement.

In response to the question, "Do student teachers' opinions ever get to the college to reflect weakness in a co-operating school?", twelve institutions reported that they did. There are several different ways in which this information is transmitted to the colleges. The usual method is by the student teacher informing the supervisor. In a few cases this type of data is solicited by the college director of student teaching through private conferences with the student teachers. The information received by the director is treated confidentially. At one institution the supervisors turn in to the director of student teaching visitation reports in which he grades the cooperating teacher. Five of the colleges reported that they do not seek this information. Two of the five stated that criticism of the cooperating schools and cooperating teachers was not permitted under any circumstances.

All seventeen institutions in Oklahoma having a teacher education program state that they insure the student teacher a uniformly good experience. The manner in which the colleges attempt to control this situation is through the issuing of manuals which suggest the content of the program. These booklets are used by all persons directly connected with student teaching. A time schedule is followed which is clear-cut and standard. Contact is made by the supervisor to see that

consistent work is being done at all student teaching stations. Finally, uniform evaluation forms are used within each college; however, there is no uniform state-wide form.

All of the institutions involved in this study, except one, have an option not to send a student teacher to a weak cooperating teacher. Many times, the college does not know of the undesirable student teaching station. The University of Oklahoma reports that if it learns of such a situation, it asks to have the student teacher reassigned at once. Oklahoma City University stated that according to policy it does not have to send a student teacher into a poor station, but operationally it is difficult not to do so.

Respondents were in general agreement that evaluation is an extremely important aspect of the processes associated with learning and the development of techniques of teaching. Regretably, the subjective nature of student teaching makes evaluation as difficult as it is important. Though every institution has a different system for evaluation, these practices, because of overall similarity, can be grouped as in Table VI.

All seventeen institutions in this study make the evaluation of student teaching a cooperative effort. In each case, the cooperating teacher is constantly with the student teacher; he contributes greatly to providing the guidance necessary to the student teacher's achieving maximum growth. All of the institutions require the cooperating teacher to fill out an

evaluation form for each student teacher at the end of the teaching period. Several colleges ask that the cooperating teacher turn in similar reports at regular intervals, usually twice during the semester. It was reported that the cooperating teacher is the key person in making the student teaching experience successful.

TABLE VI

STUDENT TEACHING EVALUATION

Evaluation Done By	Number of Institutions	Percentage
Cooperating Teacher and Supervisor	9	53
Cooperating Teacher, Director, and Supervisor	4	24
Principal, Supervisor, and Cooperating Teacher	3	17
Principal and Supervisor	1	6
Total	17	100

It is generally agreed that the college supervisor must spend sufficient time in the cooperating school to provide adequate supervision of the student teacher's work in the classroom. In addition the majority of those interviewed stated that the supervisor must consult with the student and the cooperating teacher for the purpose of not only helping the student appraise his work, but of exchanging ideas on the improvement of the teacher education program with the cooperating teacher

and the administrator in the cooperating school. To discuss these time-consuming situations, the college supervisor must visit the cooperating school at regular intervals. On such visits he must be there long enough to fulfill the obligations expected of him. Individual conferences between the student teacher, cooperating teacher, and supervisor are an important asset in the evolution process. These conferences provide an informal atmosphere for continuous evaluation of the student teacher.

Five of the colleges in this study ask the student teacher for a self-evaluation at the end of their experience. This self-evaluation, it was reported, provides an opportunity for an objective, critical self-examination of the student teacher. Respondents stated that the development of this ability for self-evaluation and criticism is imperative in the preparation and development of the truly capable teacher.

Practices vary considerably among colleges and universities in Oklahoma regarding the actual determination of student teaching grades. The official determination of grades usually is the responsibility of the supervisor of student teaching since he is the official college representative of the student teaching "course." The director of student teaching, upon recommendation of the supervisors, assigns the final grades for student teaching at three institutions. Cooperating teachers would prefer not to have this responsibility because of the feeling that it tends to block their efforts to help

the student teacher. Regardless of who actually arrives at the final grade, the combined judgments of the student teacher, the cooperating teacher, and the supervisor are often utilized. Several respondents believe that judgments should not be based upon vague general impressions, but on data that have been accumulated over the entire student teaching experience.

Thirteen colleges use a letter as their final grade for the student teaching course. The other four colleges report as the final grade, either a "Satisfactory" or "Unsatisfactory."

The majority of colleges included in this study give six to twelve hours of credit for the successful completion of student teaching as shown in Table VII. Northeastern State College gives twelve credit hours, the maximum number for this course in the state. Because some colleges award six hours of credit for secondary student teaching and eight hours for elementary, the total number of institutions in the table exceeds seventeen. One college gives seven hours for elementary and nine hours of credit for secondary. One institution normally gives six hours of credit, unless the student teacher is certified in two teaching fields, in which case, the student teacher receives eight hours. Although there is a great deal of diversity as to the practices followed by the colleges in Oklahoma, the general average is eight hours credit for student teaching.

All of the colleges and universities offering a student teaching program in Oklahoma believe that their curriculum

ranks favorably with the other institutions. In colleges offering fifteen to twenty different programs for preparing teachers, the quality of these will vary among programs. The institutions are all of the opinion that their basic planning and study are excellent.

TABLE VII

HOURS OF CREDIT AWARDED FOR STUDENT TEACHING

Hours of Credit	Number of Institutions	Percentage
6	7	41
7	1	6
8	8	47
9	4	24
10	0	0
11	0	0
12	1	6

It is evident from the responses given to the question on comparison of salaries among departments that the college professional staffs are on an equitable basis with other faculty members at their institution.

On the average, individual consultation between college supervisors and cooperating teachers occurs either three or four times each semester. Six colleges report that these meetings occur each semester. The remaining five institutions vary in number of discussions held from as few as one conference to

as many as eight each term. One director of student teaching stated,

> Conferences, like lesson plans, have no values in and of themselves. Their values depend upon the use to which they are put. The cooperating teacher and the supervisor will be more effective in conferences if they realize that their responsibility is to help the student teacher. Student teaching requires shared responsibility and team work on the part of the college staff and the staff in the cooperating schools.

Many institutions are apparently aware that the number of student teachers assigned to a cooperating teacher at the same time can be a determining factor in the degree of success the teachers have in guiding the professional growth of the student teacher. This awareness was indicated by the fact that 82 per cent of the institutions reported that only one student teacher was assigned to a cooperating teacher during a student teaching term. A ratio of two student teachers to a cooperating teacher was reported by three, or 18 per cent of the institutions. As revealed by this study, some cooperating teachers are used by more than one college. The maximum number of student teachers assigned to one cooperating teacher during a semester, known to the writer, has been four.

The seventeen institutions participating in this study report the use of off-campus cooperating schools with student teachers commuting from the campus. All of the colleges have a few students living in the communities where student teaching is done. The University of Oklahoma is the only institution in the state operating a campus laboratory school. In all cases of off-campus assignment, the student teacher is responsible

for his own transportation to the student teaching station. Almost all of the institutions restrict the selection of teaching stations to school systems in the immediate area of the college. Due to high concentration of colleges in the metropolitan areas of Oklahoma City and Tulsa, this causes overcrowding in student teaching stations in certain subject fields from time to time.

The problem of determining suitable cooperating school systems involves many variables that rarely are common in two or more institutions. The number of students to be supervised, the distance of the cooperating schools from the campus, the responsibility for classes, advisees, and committee assignments on campus, the effectiveness of the cooperating teacher, and adequate cooperating school plant and equipment are all factors that were mentioned by the respondents in determining the selection of cooperating school systems.

In the area of follow-up studies of former student teachers only six institutions, 35 per cent, of the seventeen colleges report having regular formal activities. These studies consist of visitations with graduates through personal interviews and questionnaires. Another source of information which is utilized by one college is a cooperating teacher's report on how the college's teacher education program could be improved. All six institutions reported that little application was made of the findings of these follow-up services. Two colleges reported that this was the weakest area of their entire program.

All of the colleges participating in the study maintain placement offices and aid graduates in locating a teaching position. Many expressed concern about the success of this program since about half of the graduates at all institutions do not use the facilities and organization available to them. All stated that their collection and dissemination of "supply and demand" information and the participation of various faculty members and agencies in placement operations was adequate.

In response to the question, "Should student teachers be on the intern basis; i.e., assignment running for one year, with small remuneration and more responsibility?", 29 per cent of the institutions in the state were opposed. In favor of this proposition were nine colleges, or 53 per cent. Three institutions, or 18 per cent, had no opinion on the subject. While many agree that this would indeed help to prepare more qualified teachers, a large number of reasons were given as to why this type of program seemed unfeasible at the present time.

The reason most often mentioned was the lack of funds needed to operate such a program since student teaching operations of this type would require far more supervision both from the cooperating schools and the colleges, and the cost would be much greater. Another point discussed was the lack of good cooperating schools to handle an expanded program such as the type under consideration. Also, it would not be possible to give twelve hours of credit for another year. Another respondent

brought up the important subject of how the value of a longer intern period could be measured. These remarks then would seem to reflect that a longer intern period in teacher education preparation is not feasible at the present time.

Of the seventeen colleges interviewed, thirteen made some comment to the question, "What unique features might characterize your student teaching program?" Eleven made a response to the next, closely related question, "What unique ideas do you have that might be used on an experimental basis in student teaching programs?" The remaining either stated "None," or gave some similar indication that they believed they had no unique features in their program or no unique ideas to suggest. Probably the word unique was ill-chosen. As one respondent mentioned, "Unique ideas are rare." Most of the comments were prefaced with a modest, "not unique, but . . ." They usually mentioned something they do in working with student teachers which they believe is a good thing, even though they know others do it also.

Many of the features among all of the programs that are being conducted are common, yet great diversity exists. This probably reflects the similarity in organizational pattern and procedure among the colleges within Oklahoma. Altogether, the data revealed few, if any, features or ideas that may be termed "unique." Rather, they yielded a compilation of practices believed to be good, and which, if completely accomplished in all situations, would make for greatly improved programs in Oklahoma.

The majority of the responses to the first item may be summarized in the following categories. Perhaps it is important to note these pertain largely to matters of human and professional relationships, rather than to organizational matters or objective "features."

1. A full-time experience provided for a period of weeks, rather than a portion of the day.

2. Student teachers led to feel that they are a part of the faculty.

3. Student teachers have an active part in the total program.

4. Eagerness by the staff to help the prospective teacher succeed.

5. Orientation of beginning student teachers to the school situation.

6. Assignment of student teachers to the superior members of the staff.

7. A good, cooperative relationship between the school and the college.

8. Attempt to discover a special talent and utilize it.

A sampling of responses to the question on what unique ideas the respondent might have in regard to the student teaching program that might be used on an experimental basis are:

1. At least one local teacher should be free enough from duties to act as a special advisor for the group.

2. Opportunity to work in television classes provided. They also work in classes involving a teacher-team, helping to plan learning experiences.

3. Pre-assignments a year in advance to let student use opportunities of enrichment toward teaching experiences.

4. Combine student teaching and observation courses as laboratories for the related theory courses.

5. Would appreciate an actual screening program which would eliminate prospective poor teachers.

6. Test given at beginning and end of student teaching to see how student has grown in theory and practice. Make a comparison of scores. This would be a test of the professional phase of teacher education.

7. More use of on-campus seminars for student teachers.

8. Student teachers should be returned to the campus near the middle of the experience for an opportunity to ask questions and get ready for their actual full-time teaching.

9. Send student teachers out in their junior year. Spend their senior year on the campus. We have done this, but it is too early to tell how valuable method courses are after the student teaching experience. These juniors were hand picked, and excellent as student teachers.

An over-all generalization upon responses to both questions might be that there is a strong reflection of a positive attitude toward the assumption of responsibilities for sharing in the preparation of teachers throughout these programs.

Colleges providing opportunities for student teaching experience generally rate their performance satisfactory. However, an examination of the responses to the interview question regarding the chief weaknesses of their program reveals a concern and a very real interest in improving the methods of teacher preparation. In every case the respondents, in pointing out weaknesses in their program mentioned in response to the next question that the changes they would like to make in their program would be to overcome these present weaknesses. All of the interviewees gave this important question serious thought and were honest in their responses. Phillips University was the only institution that declined to mention weaknesses in its program or changes it would like to make.

Table VIII indicates the changes that these institutions would like to make. The greatest problem the majority of the colleges reported was the limited time student teachers spend in their student teaching experience. Another pressing item is a need for additional supervisors who are better trained which would enable the colleges to give more and a better quality of contact with student teachers.

Table IX indicates the results of the interviews in regard to why many of the changes have not been made. Lack of funds and time were the most important considerations reported by the majority of the colleges. In some cases a small enrollment and staff combine to make changes almost impossible. At some of the larger institutions the opposite is true; so many

TABLE VIII

CHANGES DESIRED IN STUDENT TEACHING PRORRAM

Changes	Number of Institutions	Percentage
Full time student teaching	8	47
More supervisors	4	24
More preparation and orientation of student teachers	4	24
More preparation and orientation of supervisors	2	12
Fewer student teachers per supervisor	2	12
More student teaching stations	1	6
More cooperation from principals	1	6

TABLE IX

REASONS GIVEN FOR FAILURE TO MAKE DESIRED CHANGES

Reasons	Number of Institutions	Percentage
Lack of funds	6	35
Changes take time	4	24
Difficulty of scheduling classes	3	17
Would change certification and degree patterns	3	17
Lack of personnel	1	6

staff members or students are involved that a significant change in the program is hard to implement and has far reaching effects on a great many departments, staff members, and

students. The respondents felt that the desired changes in the student teaching programs would undoubtedly strengthen student teaching over the entire state. Six of the respondents voiced regret that sufficient funds are not made available to the institutions so that these desired changes and some experimentation in student teaching programs could be made.

Special Aspects of Student Teaching

One director stated that it is the experience which probably helps the student most in understanding and evaluating his reasons for wanting to teach. Respondents generally agreed that success in this venture is made possible, but not guaranteed, by careful investigation and planning on the part of the college personnel involved in the student teaching program. This section of the study deals with the types of school and community activities in which student teachers are involved during the direct experience. The data presented in this section is from Part II of the interview.

A great difference was indicated in the time allotment for the student teaching experience in these institutions. The time variation ranges from full-time for six weeks in one college to a daily one and one-half period for thirty-six weeks. Table X points out the time variations for the student teaching experience. The value of the student teaching experience is considered by those responding to the interview to be very great. A substantial number thought more time should be alloted for student teaching by increasing the time spent daily

in student teaching unless already on a full-time basis, and in the number of weeks devoted to student teaching.

TABLE X

DAILY TIME ALLOTMENT FOR STUDENT TEACHING

Daily Time Allotment	Number of Institutions*	Percentage
Full Time, 6 weeks	3	17
Full Time, 7 weeks	1	6
Full Time, 8 weeks	6	35
Full Time, 9 weeks	5	29
Full Time, 10 weeks	1	6
4 Hour Block, 12 weeks	2	12
3 Hour Block, 16 weeks	1	6
2 Hour Block, 18 weeks	4	24
1-1/2 Hour Block, 36 weeks	1	6

*Some institutions use a combination of student teaching plans; thus, the total exceeds seventeen.

A considerable number thought the college should screen students more closely before they are admitted to student teaching. All of the colleges are very interested in being certain that their student teachers have a clear-cut definition of their duties and responsibilities when they begin student teaching. The institutions handle this matter in several different ways. Each of the colleges use a student teacher's handbook. These publications in size and format range from

very elaborate pamphlets to several mimeographed pages stapled together. In essence, they all contain the same basic essential information for the prospective teacher. All of these booklets contain chapters on the purpose of student teaching, regulations concerning student teaching, the work of the supervising teacher, the work of the student teacher, professional ethics, and the evaluation of student teaching. The handbook in each case is designed to serve as a guide for the new student teacher. The purpose of these booklets is to save both the student teacher and his cooperating teacher valuable time and avoid misunderstandings about the nature of the work to be done.

Seven, or 41 per cent, of the colleges in Oklahoma depend upon the supervisor to fully explain student teaching job responsibilities to his students. Six institutions, or 35 per cent, hold a pre-student teaching orientation meeting each semester. One institution holds these seminars once each week for all their student teachers. Four colleges, or 24 per cent, give the cooperating teacher sole responsibility for orientation. Several respondents expressed that the teachers do not have enough time to properly counsel student teachers, and believed that this was one of the weakest points of the program. As one individual pointed out, "You cannot by word of mouth explain student teaching to them. We are now trying films at orientation sessions to see if this will help."

Another area of the student teaching programs in Oklahoma that has been questioned is the practice of assigning student teachers to the school from which they graduated. Eleven institutions, 65 per cent, willfully or unknowingly do this. Since this practice was never mentioned as a weakness or a practice any of these colleges would like to change, one must assume that this is not considered a problem area with these particular colleges. Six institutions, 35 per cent, do not assign student teachers to the schools they formerly attended. While in certain cases this practice may be desirable, the respondents most often mentioned the following reasons why it would not be desirable. In a situation such as this, the student teacher suffers a lack of prestige. The student teacher probably would know the cooperating school administrators as a student, not as a staff member. If any conflict existed within the school, the student teacher would be much more aware of it, and this could easily affect his teaching. There would be the increased possibility of student teacher exploitation by administrators and others in the school.

The choice of methods in student teaching depends on the personality traits of teachers. Therefore, it is desirable and necessary that student teachers have an opportunity to use some new and many of the older important methods of instruction during their experience. Of the seventeen colleges in Oklahoma, seven, or 41 per cent, reported that their student teachers have an opportunity to work in television classes. These are

institutions located in the urban areas of Oklahoma City and Tulsa. Team teaching experience, which theoretically could be available at almost every cooperating school, is being used by ten colleges, or 59 per cent. Respondents were all pleased with the team teaching results where this had been practiced.

All of the institutions reported that their student teachers help plan learning experiences. In the majority of cases student teachers work very closely with their cooperating teachers in developing lesson plans and resource units which they then administer to their pupils. Another learning experience often mentioned by respondents, which gives many student teachers a great deal of difficulty is the development of efficient tests. Here again, the cooperating teacher and in many cases the supervisor are able to aid the student teacher a great deal. One respondent reported that one of the best ways to improve teaching methods is to construct lesson plans and attempt to teach from them, carefully staying with or departing from these plans as indicated by on-the-spot judgment. Developing the ability to plan learning experiences is one of the most important items a student teacher can develop during his student teaching experience.

Of particular interest is the extent to which the student teachers from these institutions participate in school and community activities. During the time they are student teaching, every college expects them to participate in all community activities relevant to their school. One institution requires

a written report by the student teacher concerning the type and number of activities participated in during the student teaching term. In response to a question of policy as to whether the student teacher was required to spend the majority of the week-ends in the community in which he was teaching, thirteen colleges, 76 per cent, did not follow such a policy. Four institutions, 24 per cent, did require this of their student teachers for at least one week-end. Although there is no requirement in the majority of the institutions, this was highly recommended by the respondents as a very desirable practice.

The policy of extending the specialized experience of secondary student teachers to both the junior and senior high school level is not emphasized in the pattern of organization found in Oklahoma colleges. The fact that eleven institutions or 65 per cent do have students teaching in both areas is misleading. In the majority of cases, only a relatively few of the student teachers are actually operating in both levels. Many of these are in the specialized fields like art, home economics, music, and physical education. In general, most of the student teachers from these colleges are either only in high school or junior high school positions. Six colleges or 35 per cent reported that this type of assignment is not made at their institutions. Some of the respondents expressed the potential value of the dual assignment, but due to local situations could not follow such a plan. Other respondents indicated

that the dual assignment would destroy the continued contact with one group of learners; therefore, they do not recommend the practice.

The culmination of the student teaching experience in most schools is the period of full-time responsible teaching afforded the student. Realizing the value of this experience, many institutions plan for the student teacher to take full responsibility for the work of the cooperating teacher before the end of the experience. The worth of this type of experience was emphasized in the responses of the more forward looking institutions participating in this study. In 62 per cent of the colleges preparing teachers, it was indicated that a full load of teaching was required prior to the completion of the experience. The value of such an experience was further emphasized by the unanimous recommendation of the respondents that the length of time for responsible teaching be extended. Practices varied considerably, ranging from one class to four. The respondents indicated a desire to extend the full-time responsible teaching period to a minimum of from one to three weeks. The evidence presented in support of the time devoted to full-time responsible teaching leads the writer to believe that teacher educators realize that the student teachers need to understand and test their ability to carry out the various responsibilities of the art of teaching concurrently.

A common method for guiding the teaching experiences of the student teacher is the individual conference. In many

instances, the heavy teaching schedule of the cooperating teacher prevents the scheduling of the necessary time for conferences with student teachers. Therefore, conferences are held after school in the afternoon, before school in the morning, or not at all. The investigation of cooperating teachers who had at least one period a day available for conferences with student teachers revealed great diversity. The range was from no time available in six institutions up to all teachers having a period a day for this purpose in four of the schools. Table XI indicates this variation in arrangements for conferences from institution to institution.

TABLE XI

PERCENTAGE OF COOPERATING TEACHERS WHO HAVE REGULAR HOURS FOR CONFERENCE

Percentage of Teachers	Number of Institutions	Percentage of Institutions
100	4	23
80	1	6
75	1	6
60	1	6
50	1	6
30	2	12
20	1	6
None	6	35
Total	17	100

instances, the heavy teaching schedule of the cooperating teacher prevents the scheduling of the necessary time for conferences with student teachers. Therefore, conferences are held after school in the afternoon, before school in the morning, or not at all. The investigation of cooperating teachers who had at least one period a day available for conferences with student teachers revealed great diversity. The range was from no time available in six institutions up to all teachers having a period a day for this purpose in four of the schools. Table XI indicates this variation in arrangements for conferences from institution to institution.

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75	1	6
60	1	6
50	1	6
30	2	12
20	1	6
None	6	35
Total	17	100

One college supervisor stated that his most important job is to help the student teacher throughout his experience. This is done in several ways. He keeps informed of the student teachers's work through individual conferences with the new teacher, with the school principal, and with the cooperating teacher who guides the daily work in the school. In addition the supervisor observes the student teacher from time to time, and he may hold group seminars.

In Oklahoma, nine colleges, or 53 per cent, do not have the student teachers return to the college campus for seminars. In these cases the supervisor goes to his students either because of a distance or time problem. All of these institutions do hold a pre-student teaching and post-student teaching seminars. Eight colleges, or 47 per cent of the seventeen participating in this study, do hold seminars conducted by the supervisors on the college campus. The frequency of the seminars range from once each week to as infrequently as twice each semester.

Keeping and using adequate written records during the student teaching experience was reported as an important phase of the student's work. This is emphasized by the fact that twelve, or 71 per cent, of the institutions require some type of written records. The most frequently required records and reports in these colleges are the diary, log, or observation reports. One respondent stated that it is quite easy to overburden student teachers with written work of this type; it is

important that student teaching personnel spend sufficient time with the student teacher in helping him to interpret these records and reports. The student teacher needs to understand how these records are a part of the professional preparation of the student as well as a part of the on-going function of the school system.

Summary

In this chapter the writer has presented the data obtained from the interviews concerning organization, administration, and student teaching practices in Oklahoma. A summary of the findings is listed below:

1. Observation, as a part of laboratory experiences, often occurs in connection with both psychology and methods courses.

2. The cooperating teacher will usually have a minimum of two years of teaching experience and is selected primarily upon the recommendation from the school principal and the school superintendent or by the director of student teaching.

3. The principal of compensating or recognizing the services of cooperating teachers is well established in Oklahoma.

4. The college supervisor usually teaches methods courses as well as supervising student teachers.

5. The college supervisor usually observes the student teacher three to five class periods per semester.

6. College supervisors all have a master's degree, and the majority hold a doctorate degree.

7. Cooperating schools are selected by the colleges on the basis of academic excellence, desire to participate, and location.

8. The accepted practice is that an institution has an option not to send a student teacher to a weak cooperating teacher.

9. The majority of the colleges use a letter as the final grade, the others assign either a "Satisfactory" or "Unsatisfactory."

10. The follow-up services on student teaching are very weak or non-existent at almost all the colleges.

11. Almost all the colleges are in favor of an intern program in student teaching.

12. The majority of the institutions have a definite arrangement to insure that the student teachers understand their obligations and responsibilities when they begin their experience.

13. A significant number of student teachers have an opportunity to work in newer teaching situations.

14. Nearly one-half of the colleges have their student teachers return to the campus for seminars.

15. Cooperating schools make available all their facilities and place few restrictions upon their use.

CHAPTER IV

CONCLUSIONS, EVALUATION, AND RECOMMENDATIONS

Introduction

The purpose of this study has been an analysis of student teaching programs in Oklahoma. An attempt has been made to include aspects which have been neglected in other studies. This material will give more insight into current student teaching programs and can serve as a basis of comparison for colleges seeking to improve their practices in this area. The findings of the study have been presented in Chapter III. The first part of the present chapter presents conclusions which may be drawn from the study; the second part is the writer's evaluation of the findings; the last part brings together certain recommendations concerning the student teaching experience.

Conclusions

Student teaching programs are complex with many people carrying various degrees of responsibility, and performing equally varied functions in them. Programs among institutions differ greatly in many respects, but there are some common

elements. Perhaps they are most similar with respect to the problems encountered.

As a result of the interviews with responsible faculty members at the seventeen Oklahoma colleges, the important characteristics of the student teaching programs being offered at the present time are listed below.

1. Student teaching is generally full time for six weeks or eight weeks, or part time over a period of a semester.

2. The student is usually required to complete six credit hours of student teaching within the degree program.

3. Observation, as a part of laboratory experiences, often occurs in connection with both psychology and methods courses.

4. The cooperating teacher will usually have a minimum of two years of teaching experience and is selected primarily upon the recommendation from the school principal and the school superintendent or by the director of student teaching.

5. Cooperating teachers usually provide their supervisory services on a random schedule according to student teacher supply.

6. Compensation to cooperating teachers is usually a small cash payment, or access to college facilities and reduced tuition charges. In some cases, the monetary payment is made to the school district rather than to the individual teacher. Compensation is practiced by both public and private schools all over the state.

7. The college supervisor usually teaches methods courses as well as supervising student teachers.

8. The college supervisor in 59 per cent of the institutions is a representative of the department of education.

9. The supervisor usually observes the student teacher three to five class periods per semester. The supervisor is reimbursed by the college when traveling out of town, but not for local supervision.

10. College supervisors all have at least a master's degree and the majority also have a doctorate degree.

11. The number of supervisors employed by the colleges ranges from 2 to 28.

12. Cooperating schools are selected by the colleges on the basis of academic excellence, desire to participate, and location.

13. Salaries paid to education faculty members are on an equitable basis with other departments at all institutions.

14. Sixteen of the seventeen institutions have an option not to send a student teacher to a weak cooperating teacher.

15. Thirteen colleges use a letter as the final grade for the student teaching course. The other four institutions assign either a "Satisfactory" or "Unsatisfactory."

16. All of the colleges believe that their student teaching program ranks favorably with other institutions.

17. The majority of the colleges report that only one student teacher is assigned to a cooperating teacher during a semester.

18. Almost all colleges at the present time are in favor of an intern program in student teaching.

19. The follow-up services on student teaching is very weak or non-existent at almost all the colleges.

20. The majority of the institutions have a definite arrangement to insure that the student teachers understand their obligations and responsibilities when they begin their experience.

21. Over one-half of the colleges assign student teachers to the schools from which they graduated.

22. A very significant number of student teachers in the state have an opportunity to work in newer teaching situations including television and team teaching methods of instruction.

23. Every college expects student teachers to participate in all community activities relevant to their school. Most of the colleges do not require their student teachers to spend week-ends in the communities in which they are working.

24. Secondary student teachers generally have experience in junior and senior high school if they are in the fields of art, music, home economics, or physical education.

25. Most secondary student teachers teach two classes full time during their experience.

26. Nearly one-half of the institutions in Oklahoma have their student teachers return to the campus for seminars while they are doing their student teaching.

27. Written records that are turned in to the college supervisor are required by three-fourths of the colleges.

28. From this study one might conclude that school systems in Oklahoma that accept student teachers cooperate with the colleges and universities in making available all their facilities and place few restrictions upon their use.

Evaluation

As a result of studies and interviews, it seems desirable to attempt a subjective evaluation of the student teaching programs in Oklahoma in light of the most recent standards. Applicable parts of Standard VI, Professional Laboratory Experiences for School Personnel, National Council for Accreditation of Teacher Education (see Appendix IV) were used in making this appraisal.

All Oklahoma teacher training institutions provide for a period of continuous student teaching which culminates the professional laboratory experience. Each institution has negotiated satisfactory arrangements with school systems to provide adequate facilities for their student teachers. These arrangements clearly define the responsibilities of the institution and the schools and provide for periodic conferences involving administrators and cooperating teachers from all the cooperating schools.

Although there is a great amount of variation among the colleges, the prospective student teacher's curriculum in every case includes courses in child growth and development, educational psychology, and methods which also serve as laboratory courses with specific provisions for laboratory time. Several institutions do not have enough faculty members assigned to handle this important phase of the overall program of student teaching. No college supervisor should be responsible for more than twenty student teachers. This number is regarded by the National Council for Accreditation of Teacher Education as a full load for a faculty member.

The patterns of laboratory experiences used by the institutions to meet this Standard vary greatly. The tolerable variations in practices relating to this Standard are greater than for any other Standard. All seventeen Oklahoma colleges with a teacher education program are capable of meeting the requirements of Standard VI. However, only ten colleges and universities have been visited and accredited by this organization at the present time. Dr. E. T. Dunlap, Chancellor, Oklahoma State Regents for Higher Education, has stated that within five years it will be necessary for the remaining colleges to have been granted initial accreditation by the National Council for Accreditation of Teacher Education.

Professional laboratory experiences, including student teaching, constitute an important section of the educational sequence for teacher preparation. Through continued cooperation

and expert guidance on the part of the teacher education institutions, off-campus student teaching should become a rich and satisfying experience for all students.

Recommendations

Acceptance of the idea that teacher preparation is the responsibility of the entire profession has grown rapidly in recent years. Even more recently, this acceptance has been accompanied by understanding, and a desire to act upon it. This has been stimulated by the development of student teaching programs that are more realistic in providing a fuller supervised experience in situations more similar to that which will actually be encountered later. The accomplishment of these programs has required the full cooperation of public schools in which student teachers are assigned for larger blocks of time; and where this has been best done, the cooperative effort has been based upon an improved understanding of the concept that the public schools have a vital stake in the quality of teacher preparation programs.

Better provisions for professional laboratory experiences of all types are being sought by most teacher education institutions. Full-time, off-campus student teaching has probably received the most attention in recent years. Student teaching should help the student teacher to develop teaching skills through direct experience, to refine and expand through experimentation the theory previously studied, to clarify a philosophy of teaching, to understand better his strengths

and weaknesses, to observe effective teaching, and to become more interested in teaching.

Staff Relationships

Student teaching requires shared responsibility and teamwork on the part of the college faculty and the staff in the cooperating schools. This can be achieved when:

1. The college selects, with the aid of cooperating school administrators, excellent cooperating teachers. Only those selected who choose to participate should become cooperating teachers.

2. The college supervisors and cooperating school staff demonstrate interest in professional growth on the job.

3. The cooperating school offers an adequate program and physical facilities in the teaching field in which student teachers are placed.

4. The cooperating school welcomes the opportunity to participate in the training of teachers.

5. The cooperating teacher realizes that the college recognizes the worth of his contribution to the teacher-education program and respects his judgments with reference to this program.

6. Clearly defined arrangements are made by the college with both the school administration and cooperating teacher well in advance of the student teacher's being stationed at the school. Adequate arrangements with the cooperating schools include a clear-cut definition of the job

responsibilities of the student teacher, cooperating teacher, administrator in the cooperating school, college supervisor, and director of student teaching.

State Responsibility

State financial support of the student teaching programs would assure a high quality of standards in the teacher education programs. Quality should be the first consideration in budgeting for the student teaching program. Public schools could cooperate in a higher quality student teaching program if the colleges had funds available so that reimbursement could be directly made to the public schools for services of cooperating teachers, facilities, and materials. This would serve another important purpose; that is, giving the college better control of how the cooperating schools function in the overall student teaching program.

In-Service Education

Acceptance of a professional partnership in teacher education places upon all members of the partnership the obligation for continuous appraisal and study of the entire program and of the individual's contribution to it. Members of the partnership may fulfill this obligation through in-service education programs which might well include:

1. Individual consultation between college supervisor and the cooperating teacher.

2. Group conferences where cooperating teachers and college supervisors may discuss goals to be achieved, common problems encountered, and improvements in the program that could be made.

Student Teaching Assignments

Prospective student teachers should be carefully screened before being accepted by the colleges for assignment to a station. The college supervisor knows each student teacher, cooperating teacher, and the cooperating schools; he can match each student teacher with a cooperating teacher and a cooperating school. The director of placement or the director of student teaching should utilize this information to its fullest extent. Usually, it is best to assign a student teacher to a school which he did not attend.

Generally, it is desirable to assign only one student teacher to a cooperating teacher at any one time. However, there may be occasions when the cooperating teacher's schedule is such that he can work to advantage with two students. Such an arrangement makes it possible for the two students to observe each other and to exchange ideas. At the same time, it facilitates supervision. Although the director of student teaching may assign only one student teacher to a cooperating teacher, other colleges may also assign student teachers to the same cooperating teacher. This situation may arise in urban areas where several colleges send student teachers to a given school. In such cases, the school administration should

decide the total number of students which all colleges can place in the school, and insist that all placement arrangements be cleared well in advance of the student teaching period.

Orientation

Prior to making a student teaching assignment, the college supervisor should orient the student teacher to the cooperating school's philosophy, organization, program, and facilities. The college is responsible for furnishing the cooperating school with adequate information about the student teacher. The degree of effectiveness of the student teaching experience is often determined by the quality of the student's introduction to the cooperating school. Among practices which have contributed to the achieving of an effective introduction are the following:

1. The principal of the school should first meet the student teacher and orient him as a staff member.

2. The cooperating teacher should orient the student teacher by providing him with information on the educational and social background of each pupil.

3. The cooperating teacher should prepare the pupils in the class by describing the school's role in teacher education and the advantages of having a student teacher in the class.

4. The cooperating teacher should help the student teacher achieve faculty status in the eyes of the students.

5. The cooperating teacher should encourage the student teacher to experiment with techniques and procedures which differ from his own. However, none of the student teacher's activities should undermine the status of the cooperating teacher.

Student Teaching Experiences

The student teaching experiences should be based on a recognition of the student's background, ability, and professional plans. At the beginning of the term, the cooperating teacher and the student teacher should work out together the plans for gradually increasing participation by the student in as many activities of the school as seem appropriate to the special interests, needs, and abilities of the student. For the first few days, a student should observe several classes, and then teach one class daily. Gradually, the teaching duties should be increased until the student teacher assumes responsibility for a full teaching day. Opportunities should be provided for the student teacher to visit other classes, and to participate in activities such as:

1. The school's extra-curricular program.
2. Faculty meetings and meetings of professional organizations.
3. Routine clerical tasks expected of teachers.
4. Parent-teacher conferences.
5. Community activities.

It is the responsibility of the college to free the student teacher as completely as possible from other college obligations during his student teaching experience so that this activity will be his major educational duty. The current desire of student teaching administrators is to extend the duration of the student teaching period, including either the opening or closing of a school term. The daily assignment should be long enough to enable the student teacher to participate continuously and constructively in the regular activities of the school.

The student teacher's experience will be enriched as he begins to understand and to practice the ethical standards of the teaching profession as they are expressed in his relationships with pupils, the cooperating teacher, the school administration, the college staff, and the community. Although he is still a student in the classroom, he should be accepted as a teacher by the pupils and by the school administration. The student teacher can only attain the level of maturity which the profession requires by accepting the responsibilities of his temporary, unusual status.

Supervision by College Staff

Because the fruitfulness of the student teaching experience is often directly related to the degree of supervision exercised by the college, and since such supervision is time consuming, it is the responsibility of the administration of the college to provide an adequate staff for supervision. The

college supervisor should constructively criticize the student teaching program and make recommendations for improvement to the college administrators.

Evaluation

Early in the student teaching period, the cooperating teacher, the student teacher, and the college supervisor should agree on objectives and criteria. These should be defined in terms of specific behavior and be used by the cooperating teacher and college supervisor in helping the student teacher evaluate his performance. In particular, this evaluation should:

1. Provide continuous evaluation.
2. Identify the strengths and weaknesses in the student's work.
3. Suggest steps to be taken in improving his work.
4. Promote competence in self evaluation.
5. Culminate in an understanding of the principles that underlie all good teaching.

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APPENDIX I

LETTERS OF TRANSMITTAL

Letter to Teacher Education Institutions

October 5, 1962

Director of Student Teaching
Department of Education
Bethany Nazarene College
Bethany, Oklahoma

Dear Sir:

I am enclosing a pamphlet entitled, "Student Teaching," which the College of Education, The University of Oklahoma, has their student teachers study and then pass on to their cooperating teacher. The book's purpose is to help orientate both the student teacher and the cooperating teacher as to their duties and responsibilities.

Because this booklet is new this year, it is under close observation for revision. It would be helpful to us to know what your institution is doing along this line.

I would appreciate receiving any similar materials that you place in the hands of your student teachers for similar purposes. If your school does not issue any materials to this effect, please let me know.

Sincerely yours,

Robert A. Hasskarl, Jr.
Social Science Student Teacher Supervisor

RAH:efr

Enclosure

Letter to Teacher Education Institution

December 26, 1962

Director of Student Teaching
Department of Education
Bethany Nazarene College
Bethany, Oklahoma

Dear Sir:

Because of the general interest and potential value to colleges and universities with a teacher education program, I am making an analysis of the student teaching programs in Oklahoma. This study has the consent and cooperation of the State Regents for Higher Education and the Teacher Education and Certification Division of the Oklahoma State Department of Education.

The body of my report will be based upon personal interviews with the various directors of student teaching. Could I have an interview with you in January to discuss this report with you?

Enclosed is a postal card for your response. I would appreciate your returning it to me as soon as possible.

Sincerely yours,

Robert A. Hasskarl, Jr.
Social Science Student Teacher Supervisor

RAH:efr

Enclosure

Enclosed Postal Card

Dear Mr. Hasskarl:

I am interested in your study of student teaching and will be glad to talk with you about our program.

_____
Signature
Bethany Nazarene College

APPENDIX II

INTERVIEW SCHEDULE

Name of Institution: _____

Person responding to interview: _____

Position: _____

Date of interview: _____

Part I

This section of the interview deals with administrative practices concerning student teaching at the above named institution.

1. While supervising student teachers, what other duties is the college supervisor assigned?
2. What is the minimum degree held by your college supervisors?
3. What degree is held by the majority of your college supervisors?
4. How many college supervisors do you have in your program?
5. How many of these supervisors are in the education department?
6. On what basis are cooperating schools selected?
7. What financial or other compensation are made to the cooperating schools and/or cooperating or supervising teachers by the college?
8. Who assigns student teachers to cooperating schools?
9. What control does the college have over assignment of the individual student teacher?
10. Do student teacher's opinions ever get to the college to reflect weakness in a cooperating school?
11. How successful is the college in insuring to a student teacher a uniformly good experience?
12. Does the college have an option not to send a student teacher to a weak cooperating teacher?
13. Who appraises the quality of the student teaching experience and how is this done?

14. Are student teachers given a letter grade upon completion of their work?

15. How many hours credit is given for student teaching at your college?

16. What is your opinion on student teaching in Oklahoma as compared with your institution?

17. How do salaries for staff personnel engaged in teacher education compare to the salaries paid to personnel in other professional programs on the campus?

18. On an average, how often during a semester does individual consultation between college representatives and cooperating teachers occur?

19. How many student teachers are assigned to a cooperating teacher at one time?

20. What school systems participate in your student teaching program?

21. What type of follow-up service to former student teachers does your institution have?

22. Should student teachers be on the intern basis; i.e., assignment running for one year, with small remuneration and more responsibility?

23. What unique features might characterize your student teaching program?

24. What unique ideas do you have that might be used on an experimental basis in student teaching programs?

25. What are the chief weaknesses of your program?

26. What changes would you like to make in the program at your college?

27. Why have these changes not been made?

Part II

This section of the interview deals with experiences of prospective teachers during their student teaching.

1. How many weeks are the student teachers expected to be at the cooperating school?

2. Do your student teachers have a clear-cut definition of their duties and job responsibilities when they begin the program?

3. Are student teachers assigned to the school from which they graduated?

4. Do the student teachers have an opportunity to work in TV classes?

5. Do the student teachers have an opportunity to work with team teaching?

6. Do the student teachers help plan learning experiences?

7. To what extent do student teachers participate in community activities?

8. Are student teachers required to spend a majority of the week-ends in the community in which student teaching is being done?

9. Do secondary student teachers have teaching experience in both the junior and senior high school?

10. How many teaching assignments does a secondary student teacher have at one time?

11. Approximately what per cent of your cooperating teachers have as much as one period a day available for conferences with student teachers?

12. Are student teachers recalled to the college during their teaching for seminars with their supervising teacher?

13. Are student teachers required to maintain a "log" of their activities in connection with their teaching which is turned in to their college supervisor for evaluation?

APPENDIX III

TEACHER EDUCATION INSTITUTIONS IN OKLAHOMA

Teacher Education Institutions in Oklahoma

Institutions	City
Bethany Nazarene College	Bethany
Central State College	Edmond
East Central State College	Ada
Langston University	Langston
Northeastern State College	Tahlequah
Northwestern State College	Alva
Oklahoma Baptist University	Shawnee
Oklahoma Christian College	Oklahoma City
Oklahoma City University	Oklahoma City
Oklahoma College for Women	Chickasha
Oklahoma State University	Stillwater
Panhandle A. & M. College	Goodwell
Phillips University	Enid
Southeastern State College	Durant
Southwestern State College	Weatherford
The University of Oklahoma	Norman
The University of Tulsa	Tulsa

APPENDIX IV

PROFESSIONAL LABORATORY EXPERIENCES FOR SCHOOL PERSONNEL

STANDARD VI

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

STANDARDS AND GUIDE FOR ACCREDITATION OF TEACHER EDUCATION

IV

Professional Laboratory Experiences for School Personnel

Standard

Courses in the professional education sequence such as child growth and development, educational psychology, and methods should provide appropriate laboratory experiences for all students under the direction of the faculty member who teaches each course. Adequate facilities for this purpose, either on campus or near enough to be used by students and faculty, should be provided. The arrangement for these facilities should be such as to assure their unhampered use for laboratory purposes. The number of teachers and pupils in the schools used for this purpose and for student teaching should be large enough to provide these experiences without jeopardizing the quality of educational experiences for children.

The professional laboratory experiences should culminate in a continuous period of student teaching so organized as to provide for a wide range of professional activities in which teachers should engage, and so administered as to assure that the activities contribute substantially to the learning of students. Facilities adequate to provide such experiences at a high level of effectiveness for the number of students involved should be provided. The working arrangement between the institution and the school(s) where student teaching is done should constitute a partnership which places appropriate responsibilities on school administrators, supervising teachers, and college supervisors for the supervision of student teachers.

The curriculum for each student should be so organized and the counseling so done as to make it possible for the student to participate fully in these laboratory experiences. The policies with reference to the amount and kind of laboratory experiences to be provided should be definite and should be characterized by consistency from field to field and level to level.

Adequate provisions for supervision by the college faculty should be made for all aspects of professional laboratory experiences including those prior to student teaching as well as student teaching itself.

APPENDIX V

DATA OBTAINED FROM THE INTERVIEWS

Data Obtained from the Interviews

Part I

This section of the interview deals with administrative practices concerning student teaching.

1. While supervising student teachers, what other duties is the college supervisor assigned?

   a. 7 hours of classroom teaching
   b. 6 hours of classroom teaching
   c. teaches one class
   d. 12 hours of classroom teaching in the fall; 6 hours in the spring
   e. 6 hours of classroom teaching
   f. 3 to 6 hours of classroom teaching
   g. teaches one class
   h. 6 hours of classroom teaching
   i. 6 or 7 hours of classroom teaching
   j. 12 hours of classroom teaching
   k. teaches one course
   l. 3 hours of classroom teaching
   m. none
   n. administration of the student teaching program
   o. committee work but no classes
   p. 6 hours of classroom teaching
   q. teaches one course

2. What is the minimum degree held by your college supervisors?

   a. masters
   b. masters
   c. masters
   d. masters
   e. doctorate
   f. masters
   g. masters
   h. masters
   i. masters
   j. masters
   k. masters
   l. doctorate
   m. masters
   n. masters
   o. masters
   p. masters
   q. doctorate

3. What degree is held by the majority of your college supervisors?

a. doctorate
b. doctorate
c. doctorate
d. masters
e. doctorate
f. doctorate
g. masters
h. doctorate
i. masters
j. masters
k. doctorate
l. masters
m. masters
n. doctorate
o. doctorate
p. doctorate
q. doctorate

4. How many college supervisors do you have in your program?

a. 2
b. 9
c. 3
d. 4
e. 6
f. 3
g. 2
h. 2
i. 3
j. 9 to 15
k. 20
l. 2
m. 5
n. 15
o. 2
p. 28
q. 2

5. How many of these supervisors are in the education department?

a. 2
b. 6
c. 3
d. 3
e. 6
f. 3
g. 2
h. 2

i. 3
j. 4
k. 18
l. 2
m. 2
n. 2
o. 2
p. 9
q. 2

6. On what basis are cooperating schools selected?

All the institutions reported three major characteristics used to select good cooperating schools.
(1) willingness to cooperate
(2) competent and qualified teachers
(3) a good physical plant

7. What financial or other compensation is made to the cooperating schools and/or cooperating or supervising teachers by the college?

a. none
b. $25 to the cooperating teacher per student teacher
c. none
d. $25 to the cooperating teacher per student teacher
e. none
f. $10 to the cooperating teacher per semester hour
g. scholarships to the cooperating schools
h. none
i. none
j. none
k. presents money to the general fund of the cooperating school
l. $25 to the cooperating teacher per student teacher
m. scholarship to the cooperating teacher
n. $22.50 per month to the cooperating teacher
o. none
p. none
q. scholarship to the cooperating teacher

8. Who assigns student teachers to cooperating schools?

a. director of student teaching
b. director of student teaching
c. director of student teaching
d. director of student teaching
e. four coordinators and the division chairman
f. director of student teaching
g. supervisor of education
h. director of teacher education

i. director of elementary and secondary education in the city schools
j. coordinator of education
k. supervisor of student teachers
l. director of student teaching
m. college supervisors in cooperation with principals
n. director of teacher education
o. director of education
p. director of certification and placement
q. director of secondary student teaching and principals of cooperating schools

9. What control does the college have over assignment of the individual student teacher?

a. considerable control
b. almost complete control
c. definite assignments
d. usually up to the principal
e. full control
f. full control
g. full control
h. complete control
i. very much control
j. no control
k. partial control
l. ultimate responsibility
m. partial control
n. complete control
o. full control
p. complete control
q. considerable control

10. Do student teacher's opinions ever get to the college to reflect weakness in a cooperating school?

a. yes
b. yes, diplomatically
c. has been tried, but is not satisfactory
d no
e. we encourage this type of evaluation, and it is investigated
f. yes
g. yes
h. informally
i. definitely
j. no
k. yes
l. yes, through direct contact
m. no, is not permitted
n. college coordinators sometimes get this information
o. yes

p. informally
q. yes

11. How successful is the college in insuring to a student teacher a uniformly good experience?

a. 90 per cent
b. 95 per cent
c. good
d. good
e. very, if the experience is proving too weak, we reassign the student
f. generally o. k.
g. generally satisfactory
h. very
i. generally 95 per cent of the experience is uniformly good
j. very good
k. good, very few bad
l. quite
m. good
n. fairly successful
o. fair
p. good
q. very good, I think

12. Does the college have an option not to send a student teacher to a weak cooperating teacher?

a. yes, if we know about it
b. yes
c. yes
d. yes
e. yes
f. yes
g. yes
h. no
i. yes, but difficult
j. yes
k. yes
l. yes
m. yes
n. yes
o. yes
p. yes
q. yes

13. Who appraises the quality of the student teaching experience and how is this done?

a. cooperating teacher, supervisor, and director of student teaching; classroom observation, individual

conferences, rating scale used by cooperating teacher and supervisor, grade given by director of student upon recommendation of supervisor

b. student, cooperating teacher, supervisor, and director of student teaching; classroom observation, individual conferences, student self evaluation, cooperating teacher's evaluation, supervisor's evaluation, final grade assigned by director of student teaching after consideration of evaluation by supervisor and cooperating teacher

c. cooperating teacher and supervisor; classroom observation, individual conferences, cooperating teacher's evaluation, final grade assigned by supervisor after consideration of above criteria

d. principal of cooperating school and the supervisor; classroom observation, individual conferences, student teacher self-evaluation, cooperating teacher's evaluation, final grade given by supervisor upon recommendation of cooperating school principal

e. student, cooperating teacher, principal of cooperating school and supervisor; classroom observation, individual conferences, student teacher self-evaluation, cooperating teacher's evaluation, supervisor's evaluation and final grade given by supervisor

f. student teacher, cooperating teacher, supervisor, and director of student teaching; classroom observation, individual conferences, student teacher self-evaluation, cooperating teacher's evaluation, supervisor's evaluation, and final grade given by supervisor

g. student teacher, cooperating teacher, supervisor, and director of student teaching; classroom observation, individual conferences, student teacher self-evaluation; cooperating teacher's evaluation, supervisor's evaluation, and final grade given by supervisor

h. cooperating teacher and supervisor; classroom observation, individual conferences, cooperating teacher's evaluation, final grade assigned by supervisor after consideration of above criteria

i. cooperating teacher, cooperating school principal and supervisor; at the end of student teaching period, all three meet with student teacher for an evaluation session. Final grade decided by all three at this conference

j. cooperating teacher and supervisor; classroom observation, individual conferences, cooperating teacher's evaluation, final grade assigned by supervisor after consideration of above criteria

k. cooperating teacher and supervisor; classroom observation, individual conferences, cooperating teacher's evaluation, final grade assigned by supervisor after consideration of above criteria

l. cooperating teachers, principal of cooperating school, and supervisor; classroom observation, individual conferences, student teacher self-evaluation, cooperating teacher's evaluation, supervisor's evaluation and final grade given by supervisor
m. cooperating teacher and supervisor; classroom observation, individual conferences, cooperating teacher's evaluation, final grade assigned by supervisor after consideration of above criteria
n. cooperating teacher and supervisor; classroom observation, individual conferences, cooperating teacher's evaluation, final grade assigned by supervisor after consideration of above criteria
o. student, cooperating teacher, and supervisor; classroom observation, individual conferences, student teacher self-evaluation; cooperating teacher's evaluation, final grade assigned by supervisor after consideration of above criteria
p. cooperating teacher and supervisor; classroom observation, individual conferences, cooperating teacher's evaluation, final grade assigned by supervisor after consideration of above criteria
q. cooperating teacher and supervisor; classroom observation, individual conferences, cooperating teacher's evaluation, final grade assigned by supervisor after consideration of above criteria

14. Are student teachers given a letter grade upon completion of their work?

a. yes
b. yes
c. no
d. yes
e. yes
f. yes
g. yes
h. yes
i. no
j. yes
k. yes
l. yes
m. yes
n. yes
o. yes
p. no
q. yes

15. How many hours credit is given for student teaching at your college?

a. secondary, 6; elementary, 8
b. 8

c. 8
d. 8
e. 16
f. 6
g. 9
h. 6
i. 6 to 9
j. 6 or 8
k. elementary, 7; secondary, 9
l. 6
m. 9
n. 6 to 8
o. 8
p. 8
q. 6

16. What is your opinion on student teaching in Oklahoma as compared with your institution?

a. comparable
b. very good
c. good
d. good
e. the best program in Oklahoma
f. stronger than that carried on by most of the other institutions
g. about average, possibly a little above average
h. equal
i. very similar
j. favorable
k. very good
l. probably comparable as to quality
m. favorable
n. fair, making progress
o. better than average
p. good
q. good

17. How do salaries for staff personnel engaged in teacher education compare to the salaries paid to personnel in other professional programs on the campus?

a. no difference
b. salaries are comparable
c. some difference
d. same
e. they are comparable
f. comparable
g. no difference
h. equal
i. no apparent difference
j. same

k. very good, above average
l. equitably
m. same
n. no difference
o. favorably
p. same
q. comparable

18. On an average, how often during a semester does individual consultation between college representatives and cooperating teachers occur?

a. four at the secondary level, 8 at the elementary level
b. each two to three weeks
c. three to four times
d. three times
e. three to four times
f. three times
g. three times
h. once
i. two to three times
j. two
k. three
l. four to twelve
m. six
n. four
o. once a week
p. every two weeks
q. two to three

19. How many student teachers are assigned to a cooperating teacher at one time?

a. one
b. two
c. one
d. one
e. one
f. no more than three, usually one
g. one
h. two at the most
i. one
j. one
k. one
l. normally one, never more than two
m. one
n. a maximum of two
o. one
p. one
q. one

20. What school systems participate in your student teaching program?

a. Oklahoma City, Putnam City, Bethany, Yukon
b. Edmond, Oklahoma City, Midwest City, Putnam, Guthrie
c. schools in this district
d. Oklahoma City, Tulsa, Lawton, Guthrie, Grayson, Choctow, El Reno
e. schools in the immediate area
f. Alva, Woodward, Laverne, Waynoka, Mooreland, Enid, Cherokee, Medford, Jet, Anthony, Kansas, Medicine Lodge, Kansas, Kiowa, Kansas, Attica, Kansas, Burlington
g. Shawnee, Bethel, McCloud, Harrah, Tecumseh, St. Gregory's, Pleasant Hill, Rock Creek, Dale, Tulsa, Oklahoma City, Chickasha, Hennesy
h. Putnam City, Oklahoma City
i. Oklahoma City, Moore, Putnam City, Midwest City
j. Chickasha, Lawton, Duncan, Blanchard, Ft. Cobb, Tuttle, Oklahoma City
k. Oklahoma City, Tulsa, Ponca City, Enid, Stillwater, Guthrie, Cushing, Perry, Sand Springs
l. Goodwell, Guymon, Texoma
m. Enid, Dover
n. we generally use from forty to sixty schools in Southeastern Oklahoma and North Texas
o. Clinton, Hobart, Elk City, Sayre, Hinton
p. Norman, Oklahoma City, Midwest City
q. Tulsa

21. What type of follow-up service to former student teachers does your institution have?

a. slight, some through placement, some through personal correspondence by the supervisor
b. only through the placement office
c. none
d. a post-student teaching conference
e. no formal follow-up
f. they are contacted by the placement office and director of teacher education
g. our follow-up service is scanty, and is done mostly through the alumni office
h. placement service
i. placement and card to their employers inquiring about their successes
j. cooperating teachers fill out forms on what is wrong with the program
k. placement bureau
l. questionnaire follow-up for first year teachers
m. limited visitation
n. this is the weakest phase of our program; some of them are visited but this is not well organized
o. questionnaires to first year teachers

p. no direct follow-up; survey done irregularly by the dean's office
q. placement service

22. Should student teachers be on the intern basis; i.e., assignment running for one year, with small remuneration and more responsibility?

a. not in our present situation
b. this would be very desirable
c. no
d. no
e. we consider our program an intern program
f. yes
g. only if this can be arranged in a five-year program
h. yes, but impossible at the present time
i. this depends on their experience prior to student teaching
j. yes
k. yes
l. it should be helpful
m. yes
n. such a program seems desirable
o. no
p. no
q. no

23. What unique features might characterize your student teaching program?

a. none
b. to meet the individual needs of our student teachers; the student teacher adapting himself to the uniqueness of the school in which he is placed
c. gaining an experience as nearly like that of a regularly employed teacher
d. we use the block system
e. pre- and post-student teaching conferences
f. eighteen-week intern program
g. extreme effort made to place student in a school where he will be satisfied and profit most
h. none
i. none
j. none
k. none
l. have staff member to be direct liason with local school officials; try to use person from the school as contact
m. payment of cooperating teachers; transportation furnished; half-day block for many students
n. full-day block for nine weeks for all programs except music and speech therapy

o. nothing
p. students and supervisors choose a unit to teach
q. supervision from college tied to counseling; supervision by person in the field

24. What unique ideas do you have that might be used on an experimental basis in student teaching programs?

a. none
b. none
c. we need students back in the college after teaching for about three weeks
d. none
e. 18-week intern program is adequate if there is careful selection in the early phase of teacher education program
f. split-term student teaching; student spending two weeks in public school, then nine on campus, then six weeks student teaching
g. none
h. greater depth study in the area of concentration in order to get a better concept of the subject matter
i. none
j. intern basis, two years with pay
k. student teaching in the junior year and senior year done afterward
l. none
m. have secondary student teachers spend a period of observation at the various levels
n. some experiments to determine the relative values of different types of student teaching assignments. The main trouble with this proposal is that of finding some objective means of measuring progress.
o. each cooperating school work with the college on curriculum improvement, studying one field at a time
p. more use of on-campus seminars; discipline is not taught in courses; tests given at beginning and end of student teaching to see how the student has grown in theory and practice
q. none

25. What are the chief weaknesses of your program?

a. part time student teaching for secondary students; would like for this to be full time.
b. require all student teachers to do full time student teaching; to initiate a full semester or year of student teaching internship with pay
c. not enough supervisors
d. lower supervisor to student teacher ratio
e. lower supervisor to student teacher ratio

f. not enough secondary supervisors
g. require all students to do full time student teaching; inability to give student teachers wider selection of stations
h. require all student teachers to do full student teaching
i. inadequate orientation and preparation of student teachers; student teaching experience should be longer than one semester
j. need better personal contact with student teachers; need one person to do full time post student teaching follow-up work
k. need a longer student teaching experience; would like to require student teachers to be present at cooperating schools when they open in the fall
l. would like for student teachers to live in cooperating school community
m. none
n. need for more supervisors
o. would like to have training program for cooperating teachers; supervisors should meet certain State requirements and hold a special certificate
p. need more student teacher seminars in teaching field; no pre-subject course in social studies on secondary level; principals of cooperating schools in all cases do not function as they should; supervisors should attend a special seminar for them each semester
q. require full time student teaching and go to a professional semester

26. Why have these changes not been made?

a. various departments think they cannot make the adjustment in scheduling classes
b. the present certificate and degree patterns make the initiative of internship programs difficult
c. will take time to add more supervisors
d. lack of funds
e. lack of funds
f. lack of funds
g. college requirements that each student teacher must complete an academic major demands he must take at least one course during his student teaching semester; size of the university prevents this now
h. limited enrollment and minimum of electives necessitates schedule set up for part time student teaching
i. will take time to make these changes
j. lack of available personnel
k. no opposition to these, just a matter of getting them done
l. lack of funds

m. none
n. lack of funds
o. beyond our control
p. new ideas, no time as yet to implement them
q. student's time and money

Part II

This section of the interview deals with experiences of prospective teachers during their student teaching.

1. How many weeks are the student teachers expected to be at the cooperating school?

   a. elementary, 8 weeks full time; secondary, 10 weeks, three hours a day
   b. nine weeks, full day; 18 weeks, three periods per day; 36 weeks, one and a half hours per day
   c. forty days
   d. eight weeks
   e. eighteen weeks
   f. eight weeks
   g. for each credit hour in student teaching the student is expected to spend the equivalent of one week, full time, at the cooperating school
   h. twelve weeks
   i. nine or eighteen weeks
   j. six weeks
   k. seven weeks
   l. six weeks or twelve weeks
   m. nine weeks
   n. one week for each hour's credit, minimum of six hours
   o. eight weeks
   p. nine or eighteen weeks
   q. sixteen weeks

2. Do your student teachers have a clear-cut definition of their duties and job responsibilities when they begin the program?

   a. yes
   b. yes
   c. yes
   d. yes, have a pre-student teaching conference
   e. definitely
   f. yes
   g. in so far as the cooperating teachers are in sympathy with our suggestions
   h. yes
   i. we hope so
   j. yes, we have an orientation

k. yes, we have an orientation
l. yes
m. yes, we have a student teacher handbook plus an orientation
n. yes, conferences and they are furnished a student teaching guide
o. yes
p. still weak, can't by word of mouth explain it to them; now using films to help
q. yes

3. Are student teachers assigned to the school from which they graduated?

a. very seldom
b. no
c. yes
d. no
e. in a few cases
f. sometimes
g. generally not
h. they may accidentally come out that way, but no particular attention is paid to this
i. not usually
j. no
k. no
l. in some instances, but these are relatively few
m. sometimes
n. some of them are
o. yes
p. no
q. usually not

4. Do the student teachers have an opportunity to work in TV classes?

a. to some extent
b. yes
c. no
d. where available
e. no
f. no
g. no
h. none have as yet
i. yes
j. yes
k. yes, when assigned to a school that has these facilities
l. no
m. no
n. no
o. no

p. yes
q. yes

5. Do the student teachers have an opportunity to work with team teaching?

a. no
b. yes
c. no
d. where available
e. in some cases
f. no
g. no
h. not in many cases
i. yes
j. yes
k. yes
l. no
m. no
n. in a few situations
o. yes
p. some, in Oklahoma City
q. yes

6. Do the student teachers help plan learning experiences?

a. yes
b. yes
c. yes
d. yes
e. yes
f. yes
g. yes
h. on the unit they are to teach
i. yes
j. yes
k. yes
l. yes
m. yes
n. yes
o. yes
p. depends on the cooperating teacher
q. yes

7. To what extent do student teachers participate in community activities?

a. all must participate some, 20-25 hours recommended
b. participate the same as regular teachers
c. whatever is expected of other paid teachers in the school

d. they are encouraged to do this
e. to the same extent as the regular faculty
f. these are encouraged to be very active and report such experiences in their log
g. during the time they are in student teaching, they are expected to participate in all community activities relevant to the public school
h. since they are not full time student teaching, they do not have too much opportunity. We encourage but do not require that they attend a teachers meeting in the school and where parent teacher conferences are held that they sit in on one or more of those
i. minimal
j. P.T.A. and athletics are required
k. varies, some a great deal
l. P.T.A., scouting, church
m. quite a bit in activities related to school affairs
n. we insist that they participate, but I am sure that all of them have such experiences
o. attend P.T.A. and help with school activities
p. none unless a resident of the community
q. varies from none to considerable

8. Are student teachers required to spend a majority of the week-ends in the community in which student teaching is being done?

a. no requirement here; students maintain residence at the college, all student teaching done relatively close by
b. no
c. no
d. no, but must spend one or so there
e. yes
f. no
g. no
h. since they are not full time, no; some of our student teachers are also student preachers and could not do this
i. yes
j. no requirement
k. no requirement but many do
l. no
m. no
n. no
o. no
p. no
q. no, but many do

9. Do secondary student teachers have teaching experience in both the junior and senior high schools?

a. not necessarily, it is not planned that way
b. some do and some do not
c. no
d. a few cases
e. in some cases
f. sometimes
g. not generally
h. we would like for it to be this way but have not as yet worked out the possibilities
i. no
j. yes, four weeks elementary and four weeks secondary; not recommended
k. some, yes
l. sometimes
m. sometimes
n. in many cases but such is not required
o. no
p. in general, no; but yes in such areas as music, art, and physical education
q. sometimes when they request it

10. How many teaching assignments does a secondary student teacher have at one time?

a. a maximum of three
b. from one to four
c. no more than two subjects, five periods per day
d. full load
e. five classes
f. is assigned a load comparable to regular teaching--strives for 90 clock hours of actual teaching for six hours credit
g. one and on occasion, two
h. two at the most, usually one
i. two or three
j. several sections
k. two weeks full load preceded by part time
l. two to four
m. two
n. not more than two, in most cases one
o. two
p. half time three classes and they can all be the same or different; secondary, two or more
q. one or two

11. Approximately what per cent of your cooperating teachers have as much as one period a day available for conferences with student teachers?

a. very few
b. 60 per cent
c. 30 per cent

d. all have a period for this
e. 70 to 90 per cent
f. 75 per cent
g. none
h. none
i. 50 per cent
j. from 0 per cent to 30 per cent
k. many on their own time after or before school
l. most are not formal
m. 100 per cent
n. nearly 100 per cent
o. 20 per cent
p. none
q. 100 per cent

12. Are student teachers recalled to the college during their teaching for seminars with their supervising teacher?

a. yes
b. yes
c. no
d. no, distance prevents this
e. no, the seminars are held in centers close to the students
f. no
g. yes
h. they would be if they were on full time; as it is, they have a conference with the supervising teacher after each visitation
i. yes
j. not entire group of student teachers; some departments do
k. one day seminar in middle of program
l. yes
m. yes
n. no, the coordinator goes to the public school; student teachers return to the college for three weeks after finishing their student teaching
o. no, they come back for a week's seminar after student teaching
p. yes, in some cases; most fields, no
q. yes, weekly

13. Are student teachers required to maintain a "log" of their activities in connection with their teaching which is turned in to their college supervisor for evaluation?

a. yes
b. not a log as such, but a student teaching notebook indicating their experience is a major part of their assignment

c. no
d. yes
e. yes
f. yes
g. yes
h. are not required after they begin to teach, but must have a lesson plan to give to their supervisor at any time he visits
i. yes
j. yes, turned in to advisor
k. yes, specifics left to the supervisor
l. no
m. yes
n. yes, this is a report of the activities of the student teacher, and not a report of what the supervisor does
o. no, I check each week
p. some yes, like home economics; business education, sometimes; and other areas, no
q. yes