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EVALUATION OF THE STUDENT TEACHING PHASE OF BUSINESS TEACHER PREPARATION

A DISSERTATION

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his sincere appreciation
his doctoral committee
who gave so generously
assistance, and guidance
of the study. Further-
assistance and encourage-
doctoral committee through-

to the members of
friends who gave
required for the completion

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EVALUATION OF THE STUDENT TEACHING PHASE OF BUSINESS TEACHER PREPARATION

CHAPTER I

Introduction

One of the most pressing problems confronting school systems in America today is how to obtain the required number of well-qualified teachers. The problem is complicated considerably by the fact that extremely large numbers of teachers are needed in certain of the specialized educational fields. Much of the literature in the field of education, and even that designed for general consumption, is devoted to the subject of recruitment and retention of teachers at all levels and for all areas of public education. With regard to the selection of individuals for entrance into the profession of teaching, Stroth and others provide a strong assertion:

> No one assumes a more important role in the world than the teacher of American youth. No other public servant has need of greater clarity of vision, a greater wealth of preparation, a deeper social consciousness, a more dynamic purposefulness than the American teacher. . . . Until the members of the teaching profession are crusaders for constantly improving methods of selecting teachers for our nation's children, until they have convinced the public that the careful selection of those whose business it is to rear a

> generation of literate and free men and women is the most important single problem of education and is their responsibility as well as ours . . . until then shall we have too many seekers of jobs, too many who never sense the magnitude of the task that is ours.[1]

There are many serious implications to the problem of securing an adequate supply of qualified teachers. One significant aspect is that of maintaining and improving standards in teaching. The relationship between standards and the supply of teachers is cogently expressed by Carr:

> High standards play an important part in securing and keeping a good supply of teachers, but in the long run standards are just as meaningful as the supply of good teachers available can make them.[2]

The significance of standards in relation to the supply of well-qualified teachers is given further emphasis in another statement by Carr:

> . . . every inadequately prepared teacher admitted to the profession tends to make it that much more difficult for the most competent teachers to remain.[3]

There is ample evidence to indicate that there is still much to be done before a solution can be found to the problem of an adequate supply of properly educated teachers.

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[1] M. Margaret Stroh, Vera M. Butler, and Ida A. Jewett, Better Selection of Better Teachers (Washington, D. C.: National Capital Press, Incorporated, 1943), p. 56.

[2] National Commission on Teacher Education and Professional Standards, Lay-Professional Action Programs to Secure and Retain Qualified Teachers, The Albany Conference Report (Washington, D. C.: National Education Association, 1954), p.15.

[3] Ibid., p. 17.

The immediately pressing problem of supply hinders valid decisions concerning placement of emphases in the preparation of prospective teachers. Carr also makes the following statement in regard to the over-all problem of preparation of teachers.

> One of the great tasks facing education is improving preparation of teachers to the point where its products will be broadly educated, devoted conservators of our culture, equippped with a usable understanding of human growth and development, familiar with principles of learning, resourceful and adept in the skills of teaching. Such programs of preparation should in themselves, have great influence in increasing the attractiveness and the holding power of teaching as a career.[1]

Even though in recent years substantial progress has been made in the total pattern of preparation of teachers, there remain basic areas or phases of teacher education in which only limited progress has been made. Lawson indicates a somewhat pessimistic point of view:

> An examination of reports, catalogues and other materials from universities, both in the United States and throughout the other parts of the world, show conclusively that, in general, there is the tendency to require the bare legal minima of professional preparation. There is little or no screening or selection of teacher candidates. There is less attention given to aptitude, general scholastic competence, academic background, and scientific training than is generally required for other professions. Provisions for screening candidates on the basis of evidence relating to character, mental stability, and personality are almost totally non-existent.
>
> In summary, it seems fair to say that teacher preparation in the United States is making noticeable--but not noteworthy--progress; and when compared with the better standards of some other professions, the

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[1] Ibid., p. 19.

> standards of the teaching profession are rather indifferently drawn.[1]

One of the major difficulties in appropriately developing specific plans for the recruitment, selection, and preparation of teachers results from the confusion that exists regarding the qualities essential to success in teaching. To date, few if any adequate conclusions have been reached and verified regarding the essential personal characteristics and competencies which teachers should possess. Barr states the difficulty succinctly when he says:

> Until we know the qualities essential to success in teaching and how to measure these qualities, we do not know whom to admit to training; what to teach them, or whether progress is being made in training.[2]

Leaders in the area of business education have expressed their concern about the preparation of business teachers, not only in articles and books written, but also by emphasis placed on teacher preparation at numerous association conventions and other professional meetings. In June, 1957, at the Business Education Centennial Convention sponsored by the Mountain-Plains Business Education Association at Dallas, Texas, the problem of securing and holding better business teachers was discussed at length as one of the

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[1] Douglas E. Lawson, "The Development and Status of Teaching Standards Throughout the World," Education, LXXII (January, 1952), p. 197.

[2] A. S. Barr, "The Measurement of Teaching Ability," Journal of Educational Research, XXXIII (January, 1940), p. 365.

current "Vital Issues in Business Education." Special concern has also been demonstrated on numerous occasions by the National Association for Business Teacher Education.

Actually, the problem of securing adequately prepared business teachers is more acute than in many other areas of education. This is true because not more than 50 per cent of the individuals who obtain bachelor's degrees and teaching certificates for the teaching of business subjects ever enter the teaching profession.[1] Furthermore, there is available no adequate means to determine in advance which persons will make up the 50 per cent who will enter the business teaching field each year. Nor has there been sufficient research to indicate in specific terms what constitutes the best possible preparation for becoming a business teacher. Much has been written to indicate in general terms those experiences which are essential in the preparation of business teacher. However, leaders in business education still face the task of clearly defining fundamental principles and procedures that should be followed in the education of a prospective teacher of business subjects.

One explanation of the situation in business education has been expressed by Bell:

> The general economic conditions in the country play an important part in the determination of the supply of business teachers. Because persons prepared for business teaching are also prepared for

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[1] C. A. Nolan and Carlos K. Hayden, Principles and Problems of Business Education (Cincinnati: South-Western Publishing Company, 1958), p. 14.

> employment in business and industry, many prospective business teachers have become practitioners rather than teachers. During the periods of inflation and high business activity, increasing numbers of potential business teachers are attracted to business; during periods of declining business activity, many of these people turn back to teaching.[1]

The foregoing statement indicates that preparation for business teaching actually parallels in many ways the preparation that is appropriate for the assumption of positions in the world of business. Perhaps this is as it should be. However, the result of the parallel preparation is obvious in the reduced numbers of persons available to fill positions in secondary schools and colleges as teachers of business subjects.

One may properly assume today that the preparation of a business teacher should include such elements as general education background, understanding of basic business principles, proficiency in certain business skills, pre-professional education, special methods in teaching business subjects, and student teaching in business subjects. The element of business teacher preparation with which this research study is primarily concerned is student teaching. It should be noted at this point, that selection and retention of individuals in the student teaching phase of business teacher preparation are significant in much the same way as in the

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[1]Robert P. Bell, "Getting That First Position," The National Business Education Quarterly (Washington, D. C.: United Business Education Association, Winter, 1956), p. 55.

early stages of teacher education. In many cases, it is in student teaching that college students make their decisions to follow teaching as a career or to seek business positions on the basis of their work in collegiate programs of business teacher preparation.

Student teaching is believed by most leaders in the field of business teacher education to be the activity that should climax the preparation of a prospective business teacher. As the climax to collegiate programs of business teacher preparation, student teaching in business subjects constitutes also the actual "beginning" for the individuals who plan to enter the profession of teaching. Many centuries ago, Plato made a significant statement that is pertinent to any discussion of student teaching as the first step in entering the profession of teaching. Plato said, "In every work the beginning is the most important part, especially in dealing with anything young and tender."[1]

Student teaching, as the beginning of actual professional work for a young teacher, constitutes practical application of the academic work and professional study done in college. It is through student teaching that the professional preparation of teachers is made not exclusively theoretical, but instead is made in a large measure practical. The significance of student teaching as practical or

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[1]Plato, The Republic, trans. Paul Shorey, 2 vols. (Cambridge: Harvard University Press, 1935), p. 377.

"clinical" experience is demonstrated in the statement by Haskew:

> Student-teaching as a genuine clinical experience is rapidly emerging as the prime component of a professional education for teachers. Without doubt, the increased importance attached to supervised practice as a neophyte teacher is the outstanding development in teacher education during the past two decades.[1]

It may be assumed that an individual entering student teaching should be as adequately prepared in the theory of teaching as though he were actually entering the teaching profession. He should be enabled to fuse his educational theory with academic knowledge and skills as he engages in teaching activities under the direction of a "master" teacher. As the student teacher first attempts to solve problems that confront teachers, causes pupils in his classes to achieve, and practices professional self-evaluation he should gain the kind and degree of competence required for entrance into the profession of teaching.

While numerous surveys and other studies have been made in the field of business teacher preparation, few of them have dealt adequately with the matter of student teaching. The tendency has been to study first the supposedly larger or over-all problems in teacher education. There has been no research that specifically isolates facts, or even appropriate opinions, relative to the objectives,

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[1]Lawrence D. Haskew, "Framework for Student-Teaching: A Proposal," Education, LXX (November, 1949),p. 150.

organization and administration, content, or evaluation of student teaching. The lack of proper attention to the student teaching phase of business education is pointed up in a forceful manner by one of the outstanding leaders in the field of business education. His statement is as follows:

> Student teaching is probably the most important phase of the four-year teacher education program for here is the crucible wherein is tested and tried all of our screening processes, our methods, our scholarship, our exhortations, and our hopes and fears. Much thought has been given to making student teaching a worthwhile experience; yet, after reading the manuscripts submitted for this issue of the NATIONAL BUSINESS EDUCATION QUARTERLY, I feel that we have hardly made a beginning.[1]

The direct benefits derived from student teaching experiences are often related informally by first-year teachers of business subjects. The formal statement of one first-year business teacher bears directly upon this discussion and is presented here:

> Student teaching is the culmination of nearly four years of preparation for teaching. The success of that four years is measured by the success of the end product: the business teacher on the job. The background of training and the experience gained in student teaching is directly correlated with the effectiveness of actual on-the-job teaching. Naturally, the first-year teacher encounters all kinds of problems and he is constantly evaluating his student teaching in terms of preparation to meet those problems.[2]

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[1] Theodore Woodward (ed), Evaluation and Measurement of Student Teaching, Bulletin No. 61 of the National Association of Business Teacher-Training Institutions (Washington, D. C.: United Business Education Association, Winter, 1954) p. 3.

[2] Ibid., p. 45.

The author's personal recognition of the importance of student teaching in business teacher preparation and his special interest in it stem from his activities in the past four years as supervisor of student teachers in business subjects at a major university. The problems that he has encountered and the obvious need for improvement in student teaching provided him with the desire required to undertake a research project dealing with the matter. Thus this study developed as an attempt to analyze and interpret elements that must be present in a successful program of student teaching in the area of business education.

Statement of Problem

The problem of this study involved the determination of sound criteria and the development of an evaluative instrument with which to judge the effectiveness of the student teaching phase of business teacher preparation as commonly conducted in teacher education institutions in the United States.

Specifically, this study has consisted of three major parts. The first part or phase entailed comprehensive study, analysis, and interpretation of available literature and the isolation and definition of sound basic general principles applicable to student teaching. The second major part concerns the determination of specific criteria essential to the evaluation of student teaching as preparation for the

teaching of business subjects. The final phase consisted of the preparation of an evaluative instrument which may be appropriately utilized in making valued judgments regarding the effectiveness of student teaching as done by prospective business teachers.

In completing this investigation, it was deemed desirable to present considerable information about student teaching in general, to set forth and substantiate specific evaluative criteria, and to establish a procedure whereby individuals responsible for the preparation of business teachers might critically examine and evaluate current practices in their particular institutions with a view toward revision and improvement. It is hoped that by means of such critical evaluation, and the effecting of required changes in student teaching practices, the preparation of large numbers of more adequately prepared prospective business teachers may be enhanced.

Delimitation

This study is limited in its application in that the main body of information and data deal only with the student teaching phase of teacher preparation. For the purposes of this study, the student teaching phase is defined as that "period during which a student receives guidance in learning

to assume responsibility for the major activities of teachers in the public schools."[1]

No attempt is made to deal extensively with pre-student teaching aspects of teacher preparation or with elements of teacher preparation that might naturally follow student teaching. The elements of most significance in this study are those which pertain primarily to the circumstances surrounding student teaching as a part of business teacher preparation.

Furthermore, no attempt is made to demonstrate clearly what is actually being done or the extent to which student teaching is currently effective throughout the United States.

Source of Data

The data for this study were derived chiefly by means of a comprehensive search of the literature pertinent to student teaching. The mass of the literature surveyed was written after 1945. The great volume of the literature studied is the result of the recent extensive interest in the area of student teaching which makes it currently a major topic for numerous authors of textbooks and doctoral research and subject to consideration by such educational organizations as the National Association for Business Teacher Education, the

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

American Association of Colleges for Teacher Education, and the Association for Student Teaching. The National Association of Business Teacher Education is a division of the National Education Association and its membership is comprised of approximately 250 institutions of higher education that offer programs of business teacher preparation. This Association endeavors to establish standards for all phases of business teacher preparation and its member schools rather consistently attempt to achieve the standards set forth.

Procedure

The first step taken in this study involved an exhaustive search of the literature relating to teacher preparation in general and to the student teaching phase in particular. Following comprehensive study, analysis, and interpretation of the literature, 14 carefully and concisely stated basic principles of student teaching were formulated. The 14 principles are applicable to student teaching in general and equally appropriate for student teaching in each of the many existing subject-matter areas in education. Each of the 14 basic principles was considered in terms of its essential elements and detailed descriptions were written relative to the circumstances in student teaching involved in each principle.

In the second step in this study, a procedure was developed for the formulation of an evaluative instrument

to be used in measuring the effectiveness of student teaching programs. The methods of establishing the format of the instrument, the checklists to be included, and the comprehensive ratings involved were described and authenticated. Also, an explanation was prepared relative to the ways and means the evaluative criteria may be used to best advantage in programs of student teaching.

The third major step in this study consisted of the development of specific criteria to be used in evaluation of all phases of student teaching in business teacher preparation. Here the criteria were established by which the 14 basic principles of student teaching might best be measured. Also, it was in this step that the formal document to be used for evaluative purposes was prepared.

The fourth, and final, step in this study involved preparation of this research report. It should be noted that Chapter II consists of a survey of other research investigations relating to the topic. In Chapter III the 14 basic principles are presented and described. Chapter IV explains the development process and in Chapter V the evaluative document is presented. The final chapter of this study contains a summary of the information and data presented and the conclusions reached.

CHAPTER II

RELATED RESEARCH STUDIES

An exhaustive search by the author has revealed that only a few research studies have been made relating to the evaluation of student teaching. This is true in spite of the fact that student teaching has for many years been an important element in the preparation of prospective teachers. Important as student teaching is, only a limited number of persons have been much concerned about the area from the research point of view and the number of significant research studies is small.

It should be noted that while actual research in the area of evaluation of student teaching has been limited, informal writing and speaking relative to it have not. During recent years, magazines have devoted much space to evaluation of student teaching, portions of the time of numerous conventions have been devoted to consideration of it, and discussion of it takes up considerable space in books pertaining to teacher preparation.

To provide background for this research investigation and to further orient the reader, nine research studies

were selected for consideration here. All of the studies were completed after 1941, which in some measure verifies the point of view that genuine concern about student teaching is of relatively recent origin.

In 1942, Hammock[1] completed a questionnaire study of 273 colleges and universities to determine the practices and trends in student teaching for prospective secondary-school teachers. Hammock based his conclusions and recommendations upon information contained in 216 questionnaires returned. By means of analysis of numerous relatively significant findings, Hammock was enabled to recommend:

> 1. A discarding of the belief that all educational theory is learned before student teaching and that the student teacher puts into practice the mass of passive knowledge he is supposed to possess.
> 2. Actual contact with children and study of children in varied phases of their environment and experiences from the beginning of the prospective secondary-school teacher's training.
> 3. A period of student teaching probably longer than one semester, with the length dependent upon the individual's rate of progress toward determined goals.
> 4. An acceptance of the fact that not everyone can become a successful secondary-school teacher and the consequent selection for training of only those who show likelihood of developing into satisfactory guides for secondary-school youth.
> 5. The devising of evaluative instruments which are qualitative as well as quantitative and which lay sound bases for remedial steps.
> 6. A closer active relationship between the teacher-educating institution and the secondary schools served by the institution.

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[1] Robert C. Hammock, "Student Teaching in the Programs of Prospective Secondary-School Teachers in the United States" (Unpublished Ph. D. dissertation, University of Texas, 1942).

7. The development of a satisfactory plan for internship as a phase of the training of secondary-school teachers.[1]

In 1949, Lauby[2] made a study in which she analyzed the student teaching program at Indiana University as it was conducted in off-campus secondary schools. Questionnaires were completed by University supervisors of student teaching, cooperating teachers in the high schools, and student teachers during the spring semester of 1948-49. Lauby made the following recommendations for the secondary-school student-teaching program at Indiana University based upon the information collected and summarized in her survey study.

1. The objectives of the student teaching program should be established through the cooperative efforts of all those concerned with the program.
2. The objectives should be rigid enough to give form and shape to the program so that all of those concerned with the program are aware of its aims and purposes, but the objectives should be flexible enough to allow for the growth and development of an improved program based on research and experiences as well as social, political, and economic changes.
3. That the plan or plans of student teaching be devised in which each student has an opportunity to participate in some full-time teaching and the opportunity to see the school as a working unit--the activities and interaction of teachers, pupils, administrators, parents, and community within the framework of the school.
4. That students who are preparing to become teachers be given the opportunity to become acquainted with the school, as a teacher, prior to the experiences in student teaching.

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[1] Ibid., pp. 616-618.

[2] Cecilia Josephine Lauby, "An Analysis of the Student Teaching Program in the Secondary Schools at Indiana University" (Unpublished Ed. D. dissertation, Indiana University, 1949).

5. That a concerted effort be made to guide prospective teachers either through prior experiences, professional courses, or the experiences of student teaching to the understanding that creating interest and motivation on the part of learners (pupils) are basic to effective social control and the handling of discipline.

6. That the prospective teacher develop an understanding of pupils and learn the ways and means available for guiding and directing them.

7. That every student teacher, before he begins his student teaching, be familiar with a group of textbooks and the supplementary materials available for use in his instructional areas in the secondary schools as well as be familiar with the range of activities, information, and experiences generally offered in his instructional areas in the secondary schools.

8. That supervising teachers be made aware of the problems and difficulties which most student teachers encounter and that arrangements be made, perhaps through an in-service program, to help the supervising teacher aid the student teacher to find satisfactory solution for his problems.[1]

Dyson[2] completed a survey-type study in 1952 in which he analyzed and evaluated laboratory experiences in the teacher-education programs offered in colleges and universities in Louisiana. Dyson's findings were based upon data secured by means of: (1) data sheets submitted to directors of student teaching in each of 16 Louisiana colleges, (2) a reactionnaire submitted to the student teachers of each college in the second semester of 1950-51, and (3) authoritative literature in the field of education. From Dyson's

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[1] Ibid., pp. 176-177.

[2] Luther H. Dyson, "An Analysis of Laboratory Experiences in Teacher Education in the Colleges of Louisiana" (Unpublished Ph. D. dissertation, Louisiana State University, 1952).

extensive list of conclusions, a few were selected for presentation here:

> 1. The location of the laboratory school is an important factor in determining the amount of laboratory experiences which a given college provides for its prospective teachers.
> 2. The prospective teacher's laboratory experiences should be with groups of size comparable to those he will have later as a regular teacher.
> 3. There are wide variations among the colleges with respect to the pre-requisites for admission to student teaching.
> 4. The data show that most of the colleges are conscious of the need: (a) to grant students a choice in their assignment; (b) to consider the student's needs and abilities; and (c) to limit the number of student teachers assigned to a supervisor.
> 5. Observation is an important and essential phase of the student's experience as a student teacher.
> 6. Actual teaching as a phase of student teaching is done by the student in one long period rather than in several shorter periods interspersed with observation or participation.
> 7. Student teachers at most of the colleges surveyed are responsible for such specific activities as: (a) group control; (b) planning lessons; and (c) making and scoring tests.
> 8. It is important that student teachers participate in many experiences of a school-wide nature to acquaint them with the functioning of the school as a whole.[1]

In 1954, Smith[2] conducted a questionnaire study among the member institutions of the American Association of Colleges for Teacher Education. Smith's primary objective was to determine the extent to which member schools in the

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[1] Ibid., pp. 459-504.

[2] Emmitt D. Smith, "An Analysis of the Self-Evaluation of Professional Laboratory Experience Programs in Member Institutions of the American Association of Colleges for Teacher Education" (Unpublished Ed. D. dissertation, University of Texas, 1954).

Association were evaluating the laboratory experiences of students in accord with recommendations to do so. He also attempted to determine the degree of utility possessed by the evaluative instrument that had been developed by the American Association of Colleges for Teacher Education. Smith discovered that student teaching was being evaluated with rather widespread approval in the area of the experiences of the student within the classroom. He found that acknowledged weaknesses of student teaching programs lay in the areas of the role of the student teacher in the total school and in guidance. The chief problem appeared to relate to the administration of professional laboratory experiences.

Smith found further that the evaluative instrument was weak in that there was a wide range of possible interpretations in the columnar headings and the items of criteria. Also, there was lack of opportunity for respondents to differ with the philosophy implied in the instrument. Smith made several recommendations pertinent to this study which concern the matter of self-evaluation and the use of evaluative instruments:

> 1. A continuous program should be carried on to assure evaluation of the effectiveness of laboratory experiences.
> 2. Self-evaluation with no fear of outside, imposed inspection, is a vital agent for growth.
> 3. The process which is used to conduct self-evaluations should involve all personnel and facilities of the institution which in any way touch the teacher education program.

4. Evaluative criteria should be simple, direct, definite, adequate as possible, and easy to check.[1]

The research studies discussed in the remainder of this chapter pertain specifically to implications for student teaching as a part of business teacher preparation. Thus, they are more directly related to this study than have been the investigations discussed to this point. In 1947, Musgrave[2] made a study among the member institutions of the American Association of Colleges for Teacher Education that offered business teacher preparation. His study dealt primarily with the total program of business teacher education and only incidentally with student teaching. The findings in his study result from data obtained from the catalogs of 92 member schools and from information contained in 57 questionnaires that were returned. Three findings reported in Musgrave's study merit presentation here:

> 1. Most of the schools provided practice teaching opportunities in from three to five business subjects.
> 2. The most frequently reported weaknesses in business-teacher training included lack of proper practice-teaching facilities, lack of equipment, and lack of sufficient business courses.
> 3. The most frequently reported strong features in business-teacher training included high standards in business subjects, practice-teaching arrangements, and good instruction.[3]

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[1] Ibid., p. 184.

[2] Alvin W. Musgrave, "Commercial Teacher Training in 92 Teachers Colleges of the United States" (Unpublished Ph. D. dissertation, University of Texas, 1947).

[3] Ibid., p. 163.

The purpose of Mulkerne's[1] study in 1950 was to determine the practices in the organization and administration of student teaching programs in business education and the degree to which the programs fulfilled the criteria in Standard VI of the self-evaluation form published by the American Association of Colleges for Teacher Education. Two important questions that the study attempted to answer were: (1) What desirable practices should be included in a student teaching program? (2) How can we improve the business student teaching program? The questionnaire method was used in collecting the data for this study.

Mulkerne found that on-campus schools appear to offer the best student teaching facilities, but that off-campus schools offer facilities more typical of what the students will encounter as teachers. His findings indicated that student teachers should be assigned to schools of the same size in which the student hopes to teach upon entering the profession and that student teachers should do student teaching in more than one school, if at all possible. Another finding in Mulkerne's study was that each student teacher should be required to evaluate himself as a prospective teacher. With reference to administration, he discovered that in the responses to his questionnaire people expressed

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[1]Donald J. D. Mulkerne, "The Nature of Experiences and Practices in the Organization and Administration of Business Education Student Teaching Programs" (Unpublished Ed. D. dissertation, New York University, 1950).

the belief that laboratory teachers should have some kind of remuneration for the services that they perform. However, student teachers should not receive pay for their services even if regular teachers are ill and they act as substitutes.[1]

Bast's[2] study in 1952 was made for the purpose of revealing information which could be used in teacher education institutions to increase the effectiveness of over-all programs of business teacher preparation. His study involved 110 colleges and was based primarily on information obtained by means of questionnaires. Bast reached only one conclusion relative to student teaching. In that conclusion, he indicated that student teaching should be required of all prospective teachers and that student teaching should involve not less than six semester hours of college credit and probably should be done in public-school situations supervised by college personnel. Bast indicated further that directed observation should be a required activity prior to student teaching.[3]

In 1952, a study was completed that had as its major purpose evaluation of the program for the preparation of prospective teachers at Florida State University. This

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[1] Ibid., pp. 151-168.

[2] Milton L. Bast, "A Comparative Study of the Preparation of Business Teachers with Specific Implications for the State of Oklahoma" (Unpublished Ed. D. dissertation, University of Oklahoma, 1952).

[3] Ibid., p. 164.

study, by Murphy,[1] utilized a checklist to be completed by cooperating teachers and a questionnaire which he sent to first-year teachers who were graduates of the University. The reactions on the checklists and questionnaires were tabulated and comparisons were made. Murphy's study gave some emphasis to the importance of student teaching in business teacher preparation and two significant implications were reported:

> 1. The internship (student teaching) program is effective but interns should have an opportunity for more realistic activities in the schools.
> 2. Methods courses should precede the internship program and post-internship seminars should be offered for the purpose of giving consideration to the difficulties encountered by student and first-year teachers.[2]

Cameron[3] in 1953 completed a survey of opinions of secondary-school business teachers in Texas relative to their professional education. He sent out approximately 1,000 questionnaires but secured returns from only 207 teachers. Relative to student teaching, Cameron found that most of the teachers believed that more time should be devoted to student teaching and that better supervision should be provided. In

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[1]Glen Eldon Murphy, "The Business Teacher Education Curriculum at Florida State University, Tallahassee, Florida, With Special Reference to the Internship" (Unpublished Ed. D. dissertation, Columbia University, 1952).

[2]Ibid., p. 266.

[3]Harrison J. Cameron, Jr., "A Survey of Opinions of the Secondary-School Business Teachers of Texas Relative to Their Undergraduate Professional Education" (Unpublished Ed. D. dissertation, Pennsylvania State College, 1953).

addition, the teachers expressed the point of view that pupil control and discipline are the most important problems of teachers with the suggestion that student teaching affords opportunities to gain competence in this regard.[1]

Lansford[2] in 1954 completed a study in which he attempted to evaluate the student teaching program at Central Missouri State College. Again, the emphasis was on student teaching as it relates to business education. Data were obtained by means of interviews with 238 supervising teachers, high school teachers, and principals. The questions in Lansford's interview guides were based on Standard VI of the self-evaluation form published by the American Association of Colleges for Teacher Education. Of significance to this study are two recommendations made by Lansford:

> 1. That student teaching be offered for a full day throughout one semester.
> 2. That college supervisors and the cooperating teachers endeavor to work more closely in supervising the work of student teachers.[3]

In summarizing, it should be noted that although most of the research studies reviewed in this chapter were concerned only incidentally with the problems of student teaching, several of them have made significant contributions

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[1] Ibid., p. 283.

[2] R. W. Lansford, "An Evaluation of the Student Teaching Program on the Secondary Level at Central Missouri State College" (Unpublished Ed. D. dissertation, New York University, 1954).

[3] Ibid., p. 262.

to the existing body of knowledge concerning this aspect of teacher preparation. The limited amount of research completed in this area to date makes it apparent that there are numerous types of studies that might be conducted in the future to ensure continued improvement in student teaching. This is especially true when cognizance is taken of the fact that relatively large amounts of college credit are granted for satisfactory completion of student teaching work. As a significant portion of the college teacher education program and as an apparently important phase of the achievement of teaching competence, appropriately organized and efficient programs in student teaching must be developed and maintained in teacher education institutions.

CHAPTER III

FUNDAMENTAL PRINCIPLES OF STUDENT TEACHING

It is apparent that to evaluate the effectiveness of any student teaching program for prospective teachers, it is first necessary to isolate fundamental principles upon which such a program may appropriately be based. There are currently no specific principles or adequately established criteria by which student teaching programs for prospective business teachers can be effectively evaluated. However, there exists in the literature pertaining to teacher preparation a number of excellent sources of general information concerning the total laboratory experiences (including student teaching) appropriate for prospective teachers.

In recent years, there have been increasing amounts of interest and concern evidenced regarding the preparation of teachers for the public schools. It is interesting to note that as enrollments have increased in student teaching programs throughout the country, genuine concern relative to the effectiveness of student teaching has developed. This is particularly true in teacher-education situations where on-campus laboratory school facilities have become inadequate for the number of student teachers involved. In numerous

such situations, it has become necessary to develop off-campus facilities for providing student teaching opportunities. It is perhaps significant to note that such outstanding educational associations as the American Association of Colleges for Teacher Education and the National Association for Business Teacher Education have recently initiated studies and evaluative investigations relative to teacher education in total and student teaching in particular.

Although the Association for Student Teaching was organized approximately 37 years ago, its effect upon the development of student teaching programs was somewhat limited until recently. The Association is currently engaged in an intense effort to promote the development of adequate student-teaching facilities in all teacher-education institutions in terms of both on-campus and off-campus student teaching. Most of the current literature, including yearbooks, periodicals, and numerous special bulletins provided by the associations, is based upon careful analysis and research by individuals who have through the years clearly demonstrated their competence as teacher educators. It is the published materials of the American Association of Colleges for Teacher Education, the National Association for Business Teacher Education, and the Association for Student Teaching that constitute the primary sources of data on which the fundamental principles for student teaching presented in this chapter are based. In addition, information

from various textbooks and other references relative to teacher education was utilized.

In this chapter, 14 fundamental principles relating to student teaching are presented and substantiated. In another chapter of this research report, the 14 principles are utilized in the development of specific criteria for effective evaluation of student teaching in the preparation of business teachers. The principles are presented here in sequence as they relate to the most significant phases of student teaching. The significant phases are: (1) objectives of student teaching, (2) organization and administration of student teaching, (3) selection of student teaching stations, (4) selection and orientation of student teachers, (5) content of student teaching, (6) supervision of student teaching, and (7) evaluation of student teachers.

Objectives of Student Teaching

The objectives of any educational endeavor must be predicated on valid objectives that are achievable within the nature and scope of the program involved. In addition, the statement of objectives must set forth in a specific manner the essentials strived for in the educational program. It is with these fundamental aspects of objectives of student teaching that the principles presented in this section are concerned.

PRINCIPLE I: The student teaching program should be predicated on valid and achievable objectives adequately interpreted to all personnel involved in the program.

Embodied within this principle are a number of essential elements, each of which is extremely important. The first element involves the formalizing of objectives. If the objectives are to be utilized properly and interpreted accurately, they must be in written form. They must consist of scholarly statements in concise terms of the stated goals and outcomes. Schorling, who for many years was one of the outstanding leaders in the field of student teaching, indicated that

> An institution should seek to state its primary objectives of directed teaching in so brief and specific a form that all concerned can stress their achievement.[1]

Objectives in any educational program have only limited usefulness unless their validity has been thoroughly established. This is as true in the case of student teaching as in other phases of education. Therefore, objectives that are set forth for student teaching programs should be validated in terms of past experience, research, and authority, as well as in terms of actual practice in the individual institution involved. According to Webster, something is valid when it is "Founded on truth or fact; capable of being

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[1]Fowler D. Brooks (ed.), The Education of Teachers, Twenty-Third Yearbook, National Society of College Teachers of Education, (Chicago: University of Chicago Press, 1935), p. 131.

justified, supported, or defended . . ."[1] Thus it is with the objectives of a student teaching program. Various forms of student teaching activity have existed for centuries. Student teaching, as it is now known, has been carried on extensively for at least 50 years in teacher education institutions in this country. It is evident, then, that there is much in the way of past experience on which to base practices and procedures for developing objectives of a student teaching program. Also, much has been written concerning objectives; and a number of researches have been made which bear at least indirectly on the topic of objectives in student teaching. Past experience, the writings of authorities in the field, and research evidence coupled with the knowledge of those having responsibility for student teaching in a particular institution should enable those individuals to prepare formal statements of thoroughly valid objectives.

Since even the most valid of objectives are useful only if they are achievable in the particular institution for which they are developed, the matter of achievability of objectives constitutes the third essential element in Principle I. It is true that no objective is achievable if it is unrealistic. Alcorn and others have aptly expressed this point of view in their statement:

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[1]A. Merriam-Webster, Webster's New Collegiate Dictionary (Springfield: G. & C. Merriam Company, 1956), p. 940.

> Goals which are unrealistic fail to motivate learning and are thereby inadequate as bases for evaluation. Teachers are rapidly recognizing this principle.[1]

It should be noted here that one of the best ways to determine whether or not the objectives of a student teaching program are realistic and achievable in a particular institution is to measure the extent to which the special competencies, characteristics, and abilities associated with good teaching are actually cultivated in prospective teachers through the activities involved in student teaching. If the goals sought are in a discernible manner actually attained with student teachers, it must be assumed that the objectives of the particular program are, in effect, achievable.

The achievement of valid, formalized objectives in any program of student teaching can be accomplished only if all personnel concerned with the program are conversant with the intent of the objectives. Thus, the fourth essential element in Principle I involves interpretation of objectives. The mere writing and dissemination of objectives are not enough. The objectives must be made meaningful to the student teachers and to the professional staff involved in the program. Both students and staff must engage in orientation activities in the initial stages of student teaching. A presentation that insures a thorough understanding of the

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[1]Marvin D. Alcorn, Richard A. Houseman, and Jim R. Schunert, Better Teaching in Secondary Schools (New York: Henry Holt and Company, 1956), p. 373.

objectives by both the students and the staff is to be considered as a basic procedure in the operation of any effective program for student teaching. Growth in actual teaching and professional competence will be accomplished to the degree that individuals understand, believe in, and endeavor to attain the objectives which a particular student teaching program purports to have. It is apparent in this regard that valid objectives can provide an added incentive to the prospective teacher as he endeavors to relate his experience in student teaching to the general education, professional knowledge, and specialized abilities which he possesses when he enters the program.

The final essential element in Principle I involves continuous re-evaluation and appropriate modifying of the established objectives. It is a truism that most phases of education are changing continuously, and student teaching is certainly not an exception. As education and the profession of teaching continue to expand in diverse ways, it may be assumed that the specific intent of student teaching programs will of necessity require modification. There are undoubtedly situations in which the intent and purposes of student teaching should be expanded to involve new or additional elements; to provide new incentives. Authorities believe that such is frequently the case, as the following statement demonstrates:

> Modification of objectives so that they may serve as a challenge, and at the same time be within the

> students' reach, is a practice supported by much psychological research.[1]

Thus, the effective program will provide ways and means for frequent efforts to re-evaluate the objectives of student teaching so that they will constantly be in accord with appropriate educational trends. As re-evaluation and re-vamping occur, every possible effort should be exerted to ensure that the objectives of the program remain valid and achievable.

PRINCIPLE II: The objectives of student teaching should encompass all of the essential elements required to enable a prospective teacher to appropriately identify himself with educational endeavor and to assume and develop in the role of a teacher.

The "essential elements" referred to in this principle are those factors in student teaching circumstances by which the prospective teacher, through actual practice, is enabled to gain competence in teaching. The student-teaching circumstances should involve observation of effective teaching, the offering of instruction, extra-class activities, and other activities involving relationships with students, teachers, administrators, and parents. Each element in student teaching should provide the student teacher with an opportunity to implement the educational theories he has absorbed, help him to understand his need for further study,

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[1] Ibid., p. 373.

and help him to gain competence in guiding actual teaching-learning situations.[1]

If the student teaching program is to be effective in enabling prospective teachers to appropriately identify themselves with educational endeavor, it must have objectives aimed at providing them with opportunities to utilize their backgrounds of education and experience. The intent of the program should be to cause student teachers to utilize their general, specialized, and professional education in teaching-learning situations. Likewise, the intent of the program should be to cause student teachers to utilize their backgrounds of experience gained prior to the time of student teaching by means of church work, civic programs, social and professional organizations, and numerous other community living activities. They should utilize knowledges and abilities gained previously as they endeavor to actually teach specific subjects and to carry out other educational duties. If the objectives of student teaching are such as to ensure that prospective teachers will have opportunities to make full use of their backgrounds of education and experience, the circumstances of student teaching are likely to cause the student teachers to "appropriately identify" themselves with educational endeavor. In speaking at the Kalamazoo Conference of the National Commission on

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[1]John G. Flowers et al, School and Community Laboratory Experiences in Teacher Education (Oneonta, New York: American Association of Teachers Colleges, 1948), p. 144.

Teacher Education and Professional Standards in 1952, Frank G. Dickey said:

> Actual laboratory experience should be provided in the teacher-education program in order that the prospective teacher may have ample opportunity to put into practice the professional principles acquired in his other experiences in higher education.[1]

When the student teacher, through practice circumstances, actually identifies himself with the education profession in the role of a teacher, his task has only begun. This viewpoint is aptly expressed by Ohlsen:

> Teacher education is a whole-life program. Many of the basic characteristics for teachers are learned before the student begins his formal teacher education and still many other things must be learned on the job. Learning to serve the community in which one lives is but one example of a responsibility which should start before college and continue beyond graduation.[2]

The student teacher should learn, as he plans and directs classroom situations that he has an adequate background and the maturity required for fulfillment of his task. He should at the same time realize that he is in the position of only beginning his professional career. It is a well-accepted fact in the profession that a teacher should be imbued with the desire to constantly grow in ability to live effectively and to improve his breadth and depth of

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[1]National Commission on Teacher Education and Professional Standards, Evaluating Progress and Charting the Future of Teacher Education, A Report of the Kalamazoon Conference (Washington, D. C.: National Education Association, 1952), p. 20.

[2]Ibid., p. 76.

knowledge. According to Thelen, this viewpoint is a necessity in teaching:

> To teach means to have the mission of teaching something which is important, fundamental, exciting, and full of never-ending new meanings for oneself. In his pursuit of this thing, his efforts to live by it, he instructs others; by which I mean he opens doors for them too.[1]

When a member of the teaching profession improves his own knowledge, he will have an even greater desire to see others learn, show more enthusiasm in his teaching, and find and understand different and more effective methods with which to direct the teaching-learning processes. A student teacher, through the practice circumstances in which he is engaged and the professional personnel with whom he works, should begin to envision his own continuous growth in the role of a teacher.

Knowledge of subject matter and the ability to direct teaching-learning processes, however, are not the only requirements for becoming a teacher. There are involved certain personal traits and work habits identified with teaching. It has long been the belief of educators that schools should cooperate with other community agencies in helping young people of a community to develop proper work habits and personal

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[1]Clyde Martin (ed.), Improving Instruction in Professional Education, Thirty-Seventh Yearbook of the Association for Student Teaching (Lock Haven, Pa.: Association for Student Teaching, 1958), pp. 83-85.

traits. Since their professional code[1] assumes this role of cooperation, teachers must of necessity themselves possess the desirable traits and work habits involved. Not only should teachers in a large measure possess these traits, but their personal and professional obligations should cause them to continuously strive for improvements.

At this point, it is perhaps significant to note that each of the essential elements discussed in relation to Principle II falls into the category of professionalism. This is as it should be, because by means of student teaching the prospective teacher is initiated into the profession of teaching.

A fourth essential element in Principle II involves the development of constructive educational concepts and a basic philosophy of education. The student teaching program should enable a prospective teacher to gain insight relative to the significance of education. Education is essentially a process of interaction of individuals and their environment. This interaction results in changes in the individual as he adapts to his environment or changes in the environment as it is adjusted by the individual. In reality, both kinds of adjustments take place in varying degrees, depending upon the values involved. Values, as used here, are inherent in the educational process and exist in two forms: those of an

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[1]National Education Association, Code of Ethics for Teachers (Washington, D. C.: National Education Association, 1952).

individual nature and those of a social nature. The philosophy of education a prospective teacher develops must involve inter-actions and values in terms of their proper place in our democratic society so that all of the individuals of a community may experience satisfaction to their educational needs. This implies that the role of the community, school, teacher, and pupil must be determined and understood. Also, the objectives of education in our society must be accomplished as a cooperative endeavor by all community agencies. Cottrell states his beliefs regarding the attributes of educational endeavor as follows:

> It will be an integral program based upon the fact that changes in human behavior are changes in the unitary person, rather than changes supposed to have been inducted in one or more discrete parts of a human personality . . . An educational program is necessarily a composite of formal and informal activities on the part of a student. It is to be conceived as a co-operative and single undertaking on the part of those who have charge of it and work in it, frequently including members of the general community who do not see their primary function as education, but who nevertheless have a valuable educational contribution to make.[1]

The philosophy of the student teacher should be such as to enable him to extend continually the scope of his teaching abilities and to adjust readily to conditions he faces in student teaching. The student teacher should possess an educational philosophy that will cause him in his

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[1]Donald P. Cottrell (ed.), Teacher Education for a Free People (Oneonta, New York: American Association of Colleges for Teacher Education, 1956), p. 386.

daily work to endeavor to develop teaching-learning situations helpful to all of his pupils.

Appropriate objectives for a student teaching program.--After intensive study of lists of objectives for student teaching such as those presented by Lauby,[1] Thelen,[2] Flowers et al,[3] Herren,[4] and NABTTI,[5] the author reached the conclusion that five objectives are required to set forth the worthwhile outcomes of a student teaching program. They are:

1. To enable the student to develop proficiency in planning and directing teaching-learning activities.

2. To enable the student to experience and understand the numerous human relationships inherent in a properly functioning school.

3. To enable the student to develop desirable personal traits, work habits, and professional attitudes.

4. To enable the student to develop the ability to critically appraise and evaluate his teaching and to follow-up with positive action.

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[1]Cecilia J. Lauby, "An Analysis of the Student Teaching Program in the Secondary Schools at Indiana University" (Unpublished Ed. D. dissertation, Indiana University, 1949).

[2]Thelen, op. cit.

[3]Flowers et al, op. cit.

[4]Lloyd K. Herren, "A Study of the Administration of Student-Teaching Courses for Music Education Majors in Texas Schools and Colleges" (Unpublished Ed. D. dissertation, University of Texas, 1955).

[5]E. C. McGill (ed.), Evaluative Criteria in Business Teacher Education, NABTTI Bulletin 62, (Washington, D. C.: United Business Education Association, 1955).

5. To enable the student to refine his educational concepts and to develop a basic philosophy of education.

The information relating to Principle I and Principle II presented in the foregoing pages substantiates the points of view that: (1) the student teaching program should be predicated on valid achievable objectives adequately interpreted to all personnel involved in the program, and (2) the objectives of student teaching should encompass all of the essential elements required to enable a prospective teacher to appropriately identify himself with educational endeavor and to assume and develop in the role of a teacher.

Organization and Administration of Student Teaching

No program in education can be implemented properly unless it is well-organized and administered in a manner designed to expedite each facet in the best possible manner. Such is the case with student teaching, and the principles presented and discussed in this section point up the importance of appropriately organizing and administering student teaching programs in teacher education institutions.

PRINCIPLE III: Basic policies and procedures should be specifically formulated to expedite the organization and administration of a program of student teaching that will make the most effective use of personnel and facilities.

The basic policies and procedures established for a program of student teaching must be developed and specifically formulated within the framework and in accord with the

purposes and functions of the total program of teacher preparation. It is obvious that student teaching is a significant and usually a large block of work. Yet, it constitutes only one of many of the phases of the total preparation of a teacher.

If the student teaching program is to function effectively as an integral part of the over-all organization of teacher preparation, its basic policies and procedures must be developed in the democratic atmosphere which prevails in all of the teacher education activity. The basic policies and procedures should be formulated by those individuals specifically assigned such responsibility. However, they should be developed in a cooperative manner and with the advise and aid of various teacher education faculty members, public school teachers, school administrators, and others. Every individual with teacher education responsibility in the particular institution of higher education should feel impelled to contribute to the process of formulating basic policies and procedures whenever it becomes apparent to him that he has something to contribute. Cottrell, in his elaboration upon administrative policy as educational strategy, substantiates this viewpoint:

> The success of a policy in actually guiding the work of a group directly depends upon the investment that each member of the group feels he has made of his own efforts and purposes in the development and adoption of that policy. A policy that may appear to be good on all objectively logical grounds, but that has been derived in a mysterious or officious way, without

> consultations among those who are to be directly affected by it, will tend to be perceived as either having dubious validity or, at best, properly applying only to others, not to one's self.[1]

Basic policies and procedures are useless if they are not formalized and made available to all concerned. Thus, it is apparent that they should be in written form, should be distributed through proper channels, and should be continually reviewed and re-interpreted. It is imperative that they be sufficiently broad to cover all of the details of the program of student teaching. At the same time, provision must be made for specific interpretations to the degree required for effective functioning of the student teaching program at all levels of the organization and in the various instructional units that are involved. Experimentation must be permitted, innovation must be encouraged, and the policies and procedures must be sufficiently flexible to enable improvements in the program to be made readily. Unity of purpose must be ensured at all times.

A program of student teaching involves many people, numerous educational units, and a great variety of kinds of educational activity. Thus, the formulated policies and procedures must deal directly with a wide range of educational endeavor. A few examples of the kinds of things involved are: time when student teaching will be offered, kinds of student teaching assignments, selection of student teachers,

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[1]Cottrell (ed.), op. cit., p. 399.

selection of the cooperating schools and cooperating teachers, evaluation of the effectiveness of the student teaching, and the kinds of follow-up that should be utilized.

Constant interpretation of basic policies and procedures is essential. In most cases, it is advisable to prepare a comprehensive handbook to be utilized by member of the college faculty, the cooperating school administrators and teachers, the student teachers, and any others having responsibility in the program. It is undoubtedly true that group meetings of teacher education student advisers, college supervisors of student teaching, and others be held for the purpose of discussing the basic policies and procedures and the best ways of expediting them. Likewise, in each semester, it will be necessary to engage in orientation activities with the student teachers and with the cooperating school administrators and teachers. These conferences and orientation programs will vary considerably from year to year in each teacher education institution and among the institutions. The responsibility for disseminating information about student teaching and for interpreting basic policies and procedures will rest primarily with the director of student teaching. From time to time he may advantageously delegate portions of his responsibility.

PRINCIPLE IV: The student teaching program should be organized and administered so that authority is clearly defined, responsibility is properly channeled, and communication is effective.

A student teaching program involves activity on the part of numerous individuals whose efforts must be properly correlated and directed in order to obtain the maximum value from the total program. In this respect, student teaching resembles other phases of education. In any educational endeavor it is possible to find a number of persons working at different levels yet all contributing to the outcomes of the over-all program. Even though the student teaching programs in the various colleges which prepare teachers are not standardized, there are a number of organizational elements common to most of the programs.

Although the personnel responsible for student teaching programs may be designated by a great variety of titles, the titles utilized in this report are sufficiently common to be readily understood. For the purposes of this discussion, it is assumed that the persons in a teacher education institution who are primarily concerned with the student teaching program are: the director of student teaching, the various subject-matter area supervisors, and the student teachers. It is likewise assumed that in each cooperating school those primarily concerned with student teaching are the school administrator and the various cooperating teachers.

The director of student teaching is the central figure in any student teaching program and must have authority commensurate with his responsibility. Since the

ramifications of a student teaching program are extensive, the director may delegate authority and responsibility in accordance with the duties to be performed by individuals. Delegation of authority and responsibility should be accomplished in a manner designed to assure appropriate channeling of functions and effective communication between the persons and units concerned.

It is significant at this point to note that the director of student teaching should not be directly responsible for the establishment of the policies and procedures which he administers. In accord with Principle III, he will work in close cooperation with the faculty committee that develops and submits for approval various policy changes. He will be responsible for coordinating the activities of all personnel involved in the student teaching program. This includes liaison work between the personnel of the teacher preparation institution and the personnel at the cooperating schools.

The role of the college faculty in supervision of student teaching often determines the kind of organization to be utilized. The role of the college supervisor as discussed here involves his responsibilities in guiding and supervising student teachers in his specialized subject-matter area. It should be the college supervisor's responsibility to orient his students to their role in the student teaching program. He, also, should share the responsibility

for the supervision of each student teacher in his subject-matter area, including the making of suggestions that will enable the student to develop personal and professional competencies in the student teaching assignment. He should work harmoniously with the cooperating teacher so that the needs and interests of all involved will receive maximum attention. The role of the college supervisor is made even more important by the fact that the college involved grants each student teacher a specified number of credit hours for successful completion of the student teaching course. This places the college in the position of supplying professional assistance to the cooperating school and the cooperating teacher so that student teachers may be enabled to achieve at levels commensurate with the academic standards commonly established for courses carrying college credit. Andrews explains,

> The objective must always be to provide some college supervisor, who has the proper perspective which comes only from contact with many situations, who can be intimately familiar with the conditions under which every student teacher is working. When the college supervisor can carry this function skillfully there is at once a protection to the student teacher, the sponsor teacher, and the college.[1]

Another responsibility that should be assumed by the college supervisor involves the final evaluation of the student teacher. Responsibility for the evaluation of student teachers is clearly indicated by Curtis and Andrews:

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[1]McGill (ed.), op. cit., p. 9.

> The final evaluation of the student and the reports which must go to the proper college offices are a responsibility of the supervisor. The teacher is usually asked to cooperate in making the evaluations or requested to supply information and personal judgments which can be used by the supervisor.[1]

The administration of the cooperating school must be considered a factor in the organization and administration of the student teaching program. Since the administrator of the public school is responsible to the people of the community for the proper performance of all phases of the school's operation, it should be his responsibility to decide whether the school can accept any responsibility in a student teaching program. Once the decision is made to participate in a student teaching program, the school administrator, in cooperation with the director of student teaching, should be responsible for the selection of qualified professional teachers with due regard to the benefits to be derived by the pupils, the teacher, and the student teacher. The school administrator should encourage total school participation in the student teaching effort in order that each student teacher may have as great a variety of experiences as possible.[2]

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[1] Dwight K. Curtis and Lecnard O. Andrews, Guiding Your Student Teacher (New York: Prentice-Hall, Inc., 1954), p. 21.

[2] Donald J. D. Mulkerne, "The Nature of Experiences and Practices in the Organization and Administration of Business education Student Teaching Programs" (Unpublished Ed. D. dissertation, New York University, 1950), p. 158.

The cooperating teacher has a vital role to perform in the student teaching program. His first responsibility is to make certain that each pupil in his class is provided the maximum opportunity for educational growth. His next responsibility is to work and plan with the student teacher the experiences necessary to afford him with opportunities for improving his professional status. The cooperating teacher should encourage the student teacher to observe, in addition to the classes to which he is assigned, planned activities in as many other classes as is possible. Before the student teacher is afforded the opportunity to teach in the classes to which he is assigned, the cooperating teacher has the responsibility of ensuring that the student teacher has planned appropriate teaching-learning activities. The cooperating teacher should arrange a schedule whereby the student teacher may observe and participate in all of the functions of the school that may contribute to his professional understanding and growth. The cooperating teacher must also fulfill a role in guiding, conferring with, and evaluating the student teacher.

The responsibilities and activities of each student teacher are numerous and important. They involve preparation, performance, and evaluation. The preparation involves not only all learning activities encountered before the student teaching assignment, but also to a marked degree orientation in the actual assignment. The orientation phase of

preparation should be designed to enable the student teacher to understand and accept his role as a "teacher" and the policies and procedures he must follow in student teaching. It is at this point that the student teacher must come to understand that all activities in observation, participation, and actual classroom teaching will be planned with the cooperating teacher. The student teacher should be responsible for initial lesson planning and the development of the instructional materials and techniques which he will utilize with his pupils. A continuous responsibility of each student teacher is evaluation. Evaluation of himself, his work, and his students should be followed by planned constructive action. The responsibilities of the student teacher obviously encompass more than classroom teaching. He should plan not only with his cooperating teacher but with other school personnel so that he may observe and participate in as many planned school functions as possible.

This discussion of responsibilities is based upon the assumption that student teachers enter student teaching situations with the intent of enriching their professional backgrounds. Each activity in which they engage and each responsibility that they accept should add to their professional growth.

The performance of the duties and the acceptance of responsibilities by the personnel involved at the different levels in the student teaching program can be successful only

to the degree that communication is functional. Each person needs to understand the work expected of him and its contribution to the total educational experience. It is, therefore, necessary for each person to communicate in a professional manner with all of the school personnel with whom he makes contact. This point of view is emphasized in the following statement:

> Administration of the college program should provide effective channels of communications between college teachers, laboratory teachers, and the prospective teacher.[1]

The information presented in the foregoing paragraphs pertains to the basic policies and procedures involved in a program of student teaching and the manner in which authority should be designed and delegated. An attempt has been made to indicate clearly the essential elements contained in the statements of Principles III and IV as they apply to the administration of a program of student teaching.

Selection of Student Teaching Stations

The term "selection" as used here is appropriate in terms of educational theory, but as applied in the practical circumstances involved in most student teaching situations, it is perhaps a misnomer. Most colleges and universities

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[1] American Association of Colleges for Teacher Education, Evaluative Criteria for Professional Laboratory Experiences, A Duplicated Report (Oneonta, New York: American Association of Colleges for Teacher Education, 1949), p. 23.

specializing in teacher preparation, usually, as a practical matter, utilize various public schools as student teaching stations with little or no attempt being made at true selection. Student teaching stations that are immediately available often must be used even though they do not measure up to standards to which the individuals responsible for student teaching programs would like to adhere. There is much evidence to substantiate the belief that even in on-campus laboratory schools teaching stations are often utilized that do not fulfill all desirable criteria for effective student teaching.

Even though conditions prevail which cause selection of student teaching stations to be difficult and on occasions substandard, there is value in consideration of the theoretical approach to selection. In most educational activities, current practice lags considerably behind sound theory, but it is only through the development of desirable educational theory that practices can ever be improved. Thus in this section, principles are presented and discussed that represent an educationally sound approach to the solutions of the problems involved in the selection of student teaching stations. Also reference is made to the most adequate application from the viewpoint of practicality.

PRINCIPLE V: Student teaching stations should be established in circumstances involving appropriate school and community characteristics, sound educational leadership, and superior instruction.

Much has been written in support of this principle for the selection and development of student teaching stations. It would be difficult to over-emphasize the importance of the principle since good student teaching can occur only when adequate facilities exist, educational leadership prevails, and superior teaching can be imitated. The problem in applying this principle has become increasingly complex as the use of numerous and varied off-campus facilities has of necessity been extended. Control of the circumstances surrounding student teaching was in the past much more effective when only on-campus schools were involved. Preparation of large numbers of teachers in recent years has resulted in almost exclusive use of off-campus public schools as student teaching stations. On-campus laboratory schools tend now to be utilized primarily as observation stations and centers for experimentation and research. This shift in procedure and emphasis is undoubtedly appropriate in terms of total needs and educational requirements in teacher education.[1]

A school should be selected as a laboratory in which student teachers may experience induction into the role of a teacher only after the personnel at the teacher-education institution have obtained satisfactory answers to a predetermined set of evaluative criteria. The philosophy of education that prevails in the school should be consistent

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[1]Flowers et al, op. cit., pp. 134-151.

with the beliefs of those persons involved in the education of prospective teachers at the teacher education institution. The personnel in the school under consideration as a student teaching station should be willing to accept the numerous professional responsibilities associated with the providing of facilities for student teaching. The school also should have adequate facilities with which to provide experiences that will result in optimum growth of the students assigned to student teaching. Mulkerne in his recommendations for changes in the student teaching programs that were surveyed in his research study states this viewpoint as follows:

> Non-college controlled laboratory schools should be carefully selected. More attention should be given to the educational philosophy of the school.[1]

Each school and the community in which it is located possess characteristics which affect their desirability in terms of student teaching. These characteristics of the school and community must be considered before a decision is made to use the school as a student-teaching station. In this regard, consideration must be given to the adequacy of facilities for providing experiences which make it possible for appropriate goals to be achieved in the education of the children and youth of the community as well as the goals to be achieved in the student teaching program. It is generally assumed that circumstances in which student teaching is offered should be typical of the schools in the area

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[1]Mulkerne, op. cit., p. 151.

surrounding the teacher education institution; the same schools in which most of the beginning teachers will obtain jobs after graduation. It is relevant at this point to indicate that no school or community can make available all of the situations needed to enable all prospective teachers to learn through first-hand experiences the knowledges required of a teacher. They can, however, offer sufficient variety in situations to make it possible for prospective teachers to practice and learn the approaches and activities essential to employment in initial full-time positions in the profession. Therefore, it is imperative that desirable basic characteristics be in evidence. These characteristics are too numerous for all of them to be discussed, but a few are explained here to indicate to the reader the viewpoint involved.

The ideal student-body will consist of a heterogeneous group that is a composite of a variety of abilities and socio-economic backgrounds. This is the type of student-body that will confront most teachers as they enter beginning teaching positions. It is important that the student teachers be permitted to learn the processes in directing teaching-learning activities and gain understanding of pupil behavior typical of that which they will encounter as full-time teachers. Personnel in the student teaching station should accept the challenge not only for directing all school activities for the maximum possible growth of each pupil but also accept responsibilities connected with

providing practical experiences for prospective teachers. It is important that the dual role be stressed so that the proper emphasis will be placed on each of the phases. The community should consist of a relatively stable population with variations in social and economic backgrounds. The citizens of the community should evidence interest in a dynamic school program by taking positive and constructive action for continuous improvement in the offerings and operation of the school. Another aspect of significance embodies a desire on the part of the community to actively participate in the preparation of prospective teachers through a student teaching program.

Additional elements involved in the selection of student teaching stations include size of the school and community; the type of community, rural or urban; and financial support of the school. The importance of these characteristics is readily discernible as one realizes that they are major factors in determining the curriculum of the school. The curriculum will in a large measure control the variety of activities and experiences available to student teachers. Even though the ideal of permitting student teachers to observe and participate in a "typical" school cannot be attained, it is vital that every attempt be made to assure that as many desirable elements as possible will be present. This viewpoint has been emphasized as follows:

> To employ to advantage all of the opportunities of the typical laboratory school would mean using

> that facility not alone to provide experiences in classroom situations, but also to provide many contacts with administrative procedures, with guidance activities, with research and experimentation, with curriculum development, with extra-curricular activities, with audio-visual programs, with school-community relationships, and a host of other activities which every good laboratory school should offer.[1]

The second major element in Principle V concerns educational leadership. Sound educational leadership in a school system should function to facilitate and enhance appropriate educational goals. To fulfill this function administrators and supervisors, in cooperation with the instructional staff, must make certain that proper educational goals are accomplished. Teamwork must be in evidence as the curriculum is continuously improved, instruction is upgraded, standards are extended, physical plant is maintained and improved, finances are used to best educational advantage, and good public relations are emphasized. In a dynamic school, teachers and administrators will utilize an experimental approach and engage in self-evaluation in the regular performance of their duties. Experiments and self-evaluation are followed by positive action based upon the new knowledges learned. Stratemeyer indicates a characteristic of the performance of the professional teacher as follows:

> The teacher also engages in research and experimentation as he makes the needed continuous and systematic evaluation of his work. He needs qualitative evidence of the progress of his students and of the results of new and different ways of working with them.[2]

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[1]Flowers et al, op. cit., pp. 33-34.

[2]Cottrell (ed.), op. cit., p. 275.

Educational leadership means much more than just making facilities available that enable pupils to learn. The atmosphere that engulfs the total school operation must be professional. It is comparatively easy for educational leaders to make decisions regarding school activities and to decide upon ways to have them performed. It is, however, a much more difficult task to make it possible for all school personnel to understand the importance of expediting all activities with a constructive and positive attitude involving true enthusiasm for professional growth. It is encouraging and stimulating for the neophyte in the profession to observe and participate in school activities that are performed in a professional atmosphere. Sound educational leadership in the laboratory situation tends to cause young teachers to engage in educational practices in an enthusiastic, professional manner.

Perhaps the most significant element in selecting a student teaching station is that of obtaining superior cooperating teachers. This is true because the student teachers must imitate in their first attempts at teaching. Following observation of actual teaching by the cooperating teacher, the student teacher will generally try to conduct the class in a similar manner. Not all public school teachers, even though they are rated as "superior," can adequately perform the duties of a cooperating teacher. Some teachers do not want to share the instructional activities of their classes.

They find it difficult to delegate responsibility to student teachers and they tend to be critical of slight deviations from what they consider to be good instructional techniques. For these and other reasons, it is obvious, then, that not all teachers in any cooperating school will have student teachers assigned to them--nor will they want them. This makes it essential that cooperating teachers be selected just as is the cooperating school itself selected.

As a superior teacher, the individual who directs the actions of a student teacher must have a thorough grasp of the subject matter involved and an abundance of appropriate instructional techniques. In addition, he must like to teach and understand how to impart a similar liking to the student teacher with whom he works. He should always be able to maintain a confident manner in the classroom and be perfectly at ease with other persons observing and evaluating his teaching. He should be the type of person who welcomes the idea of working with student teachers because he firmly believes that the process will enable him to continue learning and gain increased stature as a teacher.

Stratemeyer and Lindsey use the following list of criteria to indicate further the qualities of a cooperating teacher:

1. Has a positive professional attitude and a real liking and respect for teaching.
2. Is a responsible and willing participant in the affairs of the school.
3. Is basically a learner, striving always to improve his ability to carry out his tasks.

> 4. Perceives the opportunity to work with future teachers as a professional responsibility, one which he is glad to have a chance to assume.
> 5. Is attractive because of his scope of interests, the wholesome way in which he meets his problems, his participation in community activities--his zest for living and working.
> 6. Is able to deal with basic principles of learning and teaching and to verbalize these in working with a novice.
> 7. Can work effectively with another adult in the classroom; is able to share rewards and joys as well as problems with another person; is able to teach through another person.[1]

Mulkerne related the same viewpoint in the following statement:

> Laboratory teachers should be carefully selected to insure that they understand fully their role in the induction of student teachers. Specific criteria should be set up and used to determine which teachers are qualified to be laboratory teachers. Such criteria should include professional preparation, recommendations, years of successful high school teaching, experience, ability to induct student teachers into the teaching profession, and desirable personal qualities.[2]

The material presented here in explanation and substantiation of Principle V is designed to emphasize the commonly recognized need to carefully select student teaching stations. The frequently-practiced procedure of merely using schools in close proximity to a teacher education institution without selective evaluation of the adequacy of the facilities provided cannot be condoned. It appears evident that

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[1] Florence B. Stratemeyer and Margaret Lindsey, Working with Student Teachers (New York City: Bureau of Publications, Teachers College, Columbia University, 1958), p. 91.

[2] Mulkerne, op. cit., p. 158.

student teaching stations should be established in circumstances involving appropriate school and community characteristics, sound educational leadership, and superior instruction.

When student teaching stations have been selected in terms of the essential elements presented in the foregoing material, there still remains the problem of further selection to ensure that students will be assigned to circumstances that will include appropriate instructional opportunities, as well as opportunities for extra-class and professional activities. This phase of the selection process is presented in Principle VI which follows.

PRINCIPLE VI: Student teachers should be assigned to teaching stations in which they will be provided with adequate opportunities to gain experience in classroom teaching, directing of extra-class activities, engaging in professional activities, and other activities in human relations.

Upon being admitted to the student teaching phase of teacher preparation, a student should be assigned to the particular teaching station where he can experience maximum professional growth. It must be emphasized that at all times the growth and development of the pupils with whom the student teacher has contact is of paramount importance. It is essential that both the student teacher and his pupils benefit from the student teaching assignment. Each teaching station assignment should be arrived at cooperatively. Included

in the assignment process should be concern for the desires and abilities of the student teacher, the knowledge and understandings of the supervisor of student teaching in the particular field, the conclusions reached by the director of student teaching, and the expectations of the personnel in the cooperating school.

The first element in Principle VI involves opportunities for student teachers to gain experience in planning and directing the learning activities of pupils. The kinds of classroom teaching activities assigned to the student teacher should be determined by personal and professional growth needs as they were assessed before he was admitted to student teaching. Responsible persons in the teacher education institution involved must cooperate fully with the personnel of the cooperating school to ensure that the student will work with a cooperating teacher who is willing to accept him as he is and encourage and aid him in his development as a student teacher. Stratemeyer and Lindsey emphasize this viewpoint as follows:

> The care with which the college reflects upon the needs and abilities of the student can only be brought to fruition as they are matched with opportunities for experience and the quality of guidance available in the laboratory situation.[1]

Many students will be willing to and fully capable of doing an extensive amount of teaching as student teachers.

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[1]Stratemeyer and Lindsey, op. cit., p. 122.

It is important that such students be afforded the opportunity to do a lot of teaching and thus progress rapidly, and as much as possible professionally. Other students may have to be restricted in their classroom teaching opportunities to ensure that they will teach quite adequately those lessons and units of instruction for which they do have full responsibility. It is generally recognized that only one student teacher should be assigned to any one class at a particular time. If more than one student teacher is involved with a class, the situation cannot be classified as normal, nor is it advantageous to the pupils and the student teachers involved.

The types and number of opportunities for classroom teaching will obviously vary from student teacher to student teacher, but there should be a minimum amount of experience required. This experience should enable the student to gain confidence in his ability to perform satisfactorily and to accept full-time employment as a teacher. It is equally as important that if the student does not satisfy the minimum requirements of the student teaching program or his level of performance is detrimental to the growth of pupils, responsible persons exercise their authority and remove that student from the assigned student teaching station. The classroom activities in which the student teacher should demonstrate competency are those commonly performed by a beginning teacher. The breadth of the total student teaching assignment is indicated in the statement of one authority as follows:

> If the student is to build an action-picture of the role of the teacher in public education, there must be opportunity to share in the major activities of the teacher both in and out of the classroom. This includes seeing the work of the individual teacher in relation to the work of the school as a whole.[1]

Included in the classroom-teaching phase of the total student teaching experience should be such activities as: planning of learning activities, selecting of instructional materials, directing of the learning activities, evaluation of the progress of the class, and evaluation of self-progress in attaining stature as a teacher.

It is obvious that students will make varying degrees of progress in their student teaching programs just as they do in other phases of their total preparation for teaching. Therefore, since all students will spend approximately the same amount of time in student teaching assignments, there will be a wide range in the teaching competencies attained. It is also true that differences will result because of the time of year in which student teachers do their work. Certainly, not all student teachers can have assignments in which they participate in getting classes started and also participate in the final activities of the school year. However, if it is feasible, the student should be assigned to a student teaching station from the first day of a semester to the last day of that semester so that he can experience as

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[1]Flowers et al, op. cit., p. 184.

much of the educational process as possible. The amount and time-schedule factors in student teaching are significant in determining whether the prospective teacher attains competency at the level required of an adequate beginning teacher. Authenticating this point of view, the following statement indicates how the student teaching assignment should be designed:

> . . . (1) to help the student see the major aspects of the teacher's work as a whole and to feel the interrelationships when he is the active agent in the process, and (2) to enable him to stay with activities long enough to study resulting change and progress.[1]

As previously indicated, the student teaching program should afford students opportunities for experiences far beyond those of classroom teaching. This is true because actual classroom instruction, of primary importance to be sure, does not encompass the full responsibility of a teacher. Today, all schools have large numbers of extra-class activities, planned or unplanned, whereby pupils are enabled to extend their development of personal traits, knowledges, and skills. Most of these activities are, of necessity, sponsored or directed by teachers. It is important, then, that student teachers be encouraged and enabled to observe and participate in as many of the extra-class activities as can be classified as constructive from an educational viewpoint. Limited time schedules for student teaching assignments are,

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[1] Ibid., p. 185.

of course, the greatest deterents to participation. However, block or full-time student teaching assignments do facilitate adequate participation in extra-class activities in the schools. Examples of some of the most desirable extra-class activities in which student teachers may participate are: student government activities, playground activities, student committee work, sports programs, clubs, and subject-matter contests.

Principle VI, as stated at the beginning of this section, indicates that in student teaching assignments students should be provided with adequate opportunities to engage in professional activities apart from classroom teaching and extra-class activities. It is paramount, of course, that the student teacher first accept his role as a classroom teacher. This is sometimes difficult to accomplish since the student teacher is inclined to think of himself first as a student. It is only as the student teacher engages in classroom teaching and the directing of certain extra-class activities that he can begin to envisage his total role as a professional person. It is only then that he begins to identify himself with the total school program and with other teachers in a professional manner. Student teaching assignments should be such that as the students begin to realize their true status they are provided opportunities to engage in professional activities such as: attendance at staff meetings, reading and analysis of professional literature, participation in

the work of the Parent-Teachers Association, participation with other teachers in securing and evaluating instructional materials, attendance at state or regional teachers' conventions, and participation in community projects. The extent to which opportunities for this kind of professionalism exist should be carefully evaluated in the selection and development of student teaching stations and in the making of actual student teaching assignments to specific stations.

Another element of significance in consideration of Principle VI is that involving human relations in general. Here the concern is with the personal relationships of student teachers with other teachers, with school administrators, with parents, and with the public. It is a truism that some teachers who are effective in the classroom fail to succeed in their profession because of this human relations factor. The rating of a teacher in a particular community may be determined in a large measure by his relations outside of the school in which he actually teaches. Thus, the student teacher should be subjected to the full measure of a teacher. He should perform in the classroom, in extra-class activities, in professional activities, and finally in the general human relations area. Only as he works with various teachers, becomes acquainted with administrators, and discusses the problems of his pupils with their parents can he come to understand the total job of a teacher.

Every school is dependent upon the moral, social, and financial support of the people in the community it

serves. This makes it imperative that the student teacher be properly acclimated and come to accept fully the role of the teacher as a member of a community. Stratemeyer and Lindsey point up this public relations aspect of student teaching as follows:

> The teacher-to-be will increase his understanding of his role in the community and learn how to interpret community attitudes and build understanding of the school if he can have educative contacts with the community in which he does his student teaching.[1]

In summary, it seems apparent that as student teaching stations are selected and developed care should be taken in assigning students to them so that all individuals are provided with adequate opportunities to gain worthwhile experience in offering classroom instruction. In addition, each student teacher should be afforded the maximum number of opportunities to participate in appropriate kinds of extra-class activities, in activities of a professional nature, and finally in activities which emphasize the development of good human relations.

Selection and Orientation of Student Teachers

A similar situation exists in the selection of student teachers to that involved in the selection of student teaching stations. Again, the term "selection" is undoubtedly a misnomer. Those persons responsible for teacher education programs would like to be in positions to select the students of the highest caliber for work in teacher education and for

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[1]Stratemeyer and Lindsey, op. cit., p. 113.

placement in student teaching situations. In a very practical way, they must because of expediency permit certain students to be retained in teacher education programs who appear to lack desirable qualities, desirable attitudes, and possess only minimum proficiencies in academic areas. For the purposes of this research study, it is appropriate to present here educationally sound principles for the selection and orientation of student teachers. Teacher education institutions should make every possible attempt to achieve the goals indicated in the principles although, at the same time, it is recognized that the circumstances which generally prevail will prevent full compliance.

PRINCIPLE VII: Individuals should be admitted to student teaching only when they possess desirable personal characteristics and have demonstrated proficiency in academic and professional elements commonly associated with teaching readiness.

Through the years in teacher education, educators have based their decisions relative to the admission of students to student teaching primarily on the premise that students were ready to teach when they had satisfactorily completed the major portion of the course requirements in the teacher preparation programs they were pursuing. In most cases, students completed blocks of work in arts and sciences, in subject-matter areas of specialization, and in professional education. There is abundant evidence that this practice of determining teaching readiness primarily on the

basis of courses completed has not adequately fulfilled the function of "selection" as applied to student teaching. The need for more adequate means of determining which students should be admitted to student teaching has been recognized for some time; the development of such means continues to be slow. As early as 1948, one authority indicated significantly what should be considered as desirable in the selection of student teachers.

> . . . to set up certain standards for admission, to request application blanks, and to expect recommendations as to the student's fitness for the experience.[1]

It is generally recognized today that through the process of recruitment, selective admission, and good teacher preparation, the prospective teacher should be brought to the point of readiness for his role in student teaching. If student teaching is to be provided near the end of the undergraduate study program, the selection and retention program (active guidance) in teacher education should appropriately guide each student to the point where he is prepared to begin his actual teaching experiences. Ideally, the guidance program should be functional in that it accumulates and utilizes all information possible concerning the student. Data in a cumulative folder should include information about the student before he was admitted to the teacher education program, his experiences while in the program, the results of all standardized tests he has taken, a record of his course work,

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[1]Flowers et al, op. cit., p. 154.

a record of demonstrated competencies in subject-matter and professional areas, information about personal characteristices, and pertinent annotations by professional personnel.

The first major element involved in Principle VII pertains to desirable personal characteristics. As the prospective teacher prepares to enter the student teaching program he possesses personal traits that should be apparent to the college personnel who are responsible for the guidance of prospective teachers. Substantial individual differences exist among prospective teachers and must be reconciled. Also, it is obvious that students will not, and should not, have developed desirable personal characteristics to the extent expected of experienced teachers. In student teaching, individuals should be assisted by professional personnel to gain understanding of their personal characteristics, abilities, and interests. They should be aided in the process of refining their characteristics and competencies as they practice for the first time the art of teaching. One authority expresses this viewpoint as follows:

> Student teaching must be viewed as a significant period for the student and not as an experience to which the student brings fixed competencies of the beginning teacher.[1]

The socio-economic backgrounds of prospective teachers differ markedly. Faced with conflicting viewpoints and the problem of analyzing personal characteristics, most directors of

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[1] Ibid., p. 182.

student teaching, and others having responsibility in the program, tend to emphasize selective elimination rather than selective retention. Only those prospective teachers with the most obvious or otherwise known deficiencies are guided into other vocations rather than being permitted to continue in the teacher preparation program. Seldom is decisive action taken to "stop" people although frequently informal attempts are made to guide individuals out of the profession. The importance of selection is indicated by Klausmeier in the following statement:

> The evidence indicates that procedures of selective recruitment and admission, based not only upon academic performance but also upon personality factors, will lead to more and better teachers and to fewer and less serious emotional disturbances among those recuited and admitted.[1]

The second major element in Principle VII is concerned with proficiency in the academic and professional phases of teacher education. It is essential that prospective teachers enter student teaching with the broad kind of general educational background that is commonly associated with the preparation of teachers. Fundamental understandings and proficiencies in academic areas constitute the kind of general background involved here. Actually, such fundamental education involves ability to communicate effectively, to perform basic computations, to practice appropriate mental

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[1]Herbert J. Klausmeier (ed.), Guidance in Teacher Education, Thirty-Sixth Yearbook (Lock Haven, Pa.: Association for Student Teaching, 1957), p. 199.

and physical procedures, to understand our culture and its heritage, and to understand relationships in sciences and humanities. Most programs of general education as experienced by prospective teachers require certain specific courses. In addition, students through counseling are encouraged to elect other courses that will enable them to develop further their general education.

It is pertinent to indicate that guidance personnel associated with teacher preparation should counsel with the prospective teachers as early in their programs as possible so that they will come to understand how and why general information is important as the basis for specialized teacher preparation. Prospective teachers should be caused to realize fully that the general arts and sciences kind of knowledge is significant as it relates to teaching proficiency in highly specialized subject-matter areas. Through processes of evaluation, students should be enabled to incorporate newly acquired knowledge as a part of their total abilities to solve personal problems and the problems of the society in which they live. Through the acquisition of knowledges in general education needed by all professional people and the practice of applying these knowledges in solving their personal problems, they will become capable of challenging each pupil in their classes. Stratemeyer's viewpoint substantiates this view of general education.

> To become acquainted with the liberal studies does not, in and of itself, liberate the mind. To have

> this contact contribute to making the mind "free from" ignorance and superstition and "free to" search for truth, experience must relate to the student's purposes and actively involve him in struggling with the ideas to be understood and acted upon.[1]

For these and many other reasons, students seeking admission to student teaching should be expected to assess their qualifications relating to general education. This assessment should be sufficiently complete to enable students to understand and judge their own readiness for student teaching. In this connection, Curtis and Andrews made the following statement about the nature of general education:

> Students do not need to know all of the answers, but they should be sufficiently familiar with different fields so that they can see (1) possibilities for contribution to anything the pupils may be studying at the moment, (2) possibilities for pursuing any particular questions raised by a pupil, and (3) opportunities for pupils to develop broad interests in the world around them.[2]

Prior to admission to student teaching, individuals should demonstrate proficiencies in their areas of teaching specialization. The area of specialization that a student selects as his teaching field will depend upon his individual interests and vocational goals. Regardless of the area, it is vital for the student to clearly understand his vocational purposes in relation to the area of specialization. With this motivational factor, among others, most students work diligently to develop depth and breadth of understanding in

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[1]Cottrell (ed.), op. cit., p. 97.

[2]Curtis and Andrews, op. cit., p. 28.

their areas of specialization. The main purpose that they should have in mind is to prepare themselves to help the pupils in their classes to solve the many and diversified problems that will confront them. In conjunction with the purpose of preparing themselves in the subject matter, it is important for them to develop a sensitivity to problems and situations relative to the area of specialization as faced by individuals and groups in classroom situations as well as in out-of-class situations.

When the student arrives at the place in the teacher preparation program where he expects to enter student teaching, it is essential that an evaluation be made of his experiences in the area of specialization. The work he has completed should have enabled him to develop the competencies needed. It is important that the prospective student teacher be capable of demonstrating ability to perform at a high level in situations requiring a variety of skills and understandings in his area of specialization. This is in addition to a thorough knowledge of the subject matter as needed by the teacher when assisting pupils to solve problems. In conjunction with his specific knowledge of subject matter, the prospective teacher should know the resource material for his area, where he can find it, and how he can use it in his teaching. He needs to know why resource material is important as a device in teaching-learning situations. Curtis and

Andrews state their viewpoint regarding the abilities of students in their areas of specialization as follows:

> The student with the broad major background should be able to see and utilize the total learning experience rather than just a part of it.[1]

There are a variety of common devices for determining the level of competency a prospective student teacher may have in his teaching area. One procedure is to administer standardized achievement tests of the subject matter and use the scores as the basis for making decisions as to the level of competency. Since the work in the area of specialization should be adequate to enable the students to develop competencies needed, grades in the courses taken may be used as the decisive factor. Another practice is to have the students interviewed by professors in their major area. After the interviews, the professors report the results to guidance personnel in the teacher preparation program who use the information in determining a prospective student teacher's readiness to enter the student teaching program. It is not assumed that all of the existing procedures for determining the level of competencies in the subject-matter area have been given. The most important consideration in this report is that, as in any other educational endeavor, constant evaluation be made of the procedures being used. This will enable the professional personnel involved to improve their techniques of assessing the competencies of the students as

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[1] Ibid., p. 29.

they seek to enter student teaching. The importance of knowledge and skill in the area of specialization is aptly stated by Stratemeyer and Lindsey.

> That part of the college program called specialization is of great importance to prospective teachers. One could not possibly be adequately prepared to guide learners without being well-informed oneself, without having a knowledge background on which to draw, and without being skilled in using available resources and processes for acquiring information.[1]

Since teaching is the directing of pupils' natural efforts to meet and solve the problems they face, it is important that all prospective student teachers demonstrate capabilities in professional education. Because of current teacher shortages, there is a tendency to rationalize, as a practical matter, and permit students to enter student teaching who have had few if any professional experiences and lack adequate understanding of the subject matter in the professional area. Even though all professional educators do not agree regarding the elements that need to be exhibited by the prospective teacher, the ones explained in the following paragraphs are acceptable to those professional persons actively engaged in the preparation of prospective teachers.

The most easily discernible factor is scholastic rank (grades) in professional subject-matter courses. The value of satisfactory achievement in professional subject-matter courses is easily understood when a person realizes that this is the place in the preparation of the prospective teacher

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[1]Stratemeyer and Lindsey, op. cit., p. 27.

where the student is enabled to understand the "how" and the "why" of teaching.

A second factor in determining the adequacy of professional subject-matter preparation necessary for entrance into student teaching involves professional laboratory experiences. It is an accepted theory that laboratory experiences should be a planned part of each professional education course. Professional laboratory experiences enable students to see learning applied in actual classroom situations. The stress in recent years has been directed toward increasing the number and the variety of laboratory experiences in professional education courses. It is hoped that expediency will not be the determining factor in the number of laboratory experiences, but rather the needs and abilities of the students enrolled in the courses.

Another factor to be considered in evaluating the teaching abilities of the student prior to his entrance into student teaching is his recorded success in previous experiences with children and youth. There are obviously many forms that these experiences can take. A student may obtain excellent and valuable experience when working with youth in welfare departments, community recreational departments, Boy Scouts of America, Girl Scouts of America, teenage clubs sponsored by community agencies, summer recreational camps, and other community activities. Planned observations and participation in school and classroom activities that are

correlated with professional subject-matter courses are a very necessary part of the pre-student teaching activities. This point of view is expressed in a report of a survey study made by Flowers et al.

> College teachers should coordinate the work of college classes with direct experiences wherever feasible and desirable. In short, college teachers should take an interest in and assume some responsibility for following through with their students in the practical application of theory.[1]

Prior to doing student teaching, each student should have formulated concepts regarding professional subject matter. Students should have an understanding of human growth and development, a functional understanding of the learning process, and an understanding of the problems and factors affecting teaching-learning situations. It is possible to evaluate student's abilities in this area by such methods as observing him as he works with his fellow students, through standardized tests, and through interviews. In essence, the student should be evaluated in terms of his concepts and qualifications in the area of professional subject matter before he is given the responsibility of continued professional growth in his student teaching experiences. Stratemeyer concisely states this viewpoint in the following statement.

> . . . it is proposed that experiences in professional education be those which have meaning for students and which help them to think vigorously about the continuing problems which all teachers face as they carry out their responsibilities. It is an approach which gives promise of providing the competence needed in translating ideas into action and in meeting new

> and differing situations, and of developing creative teachers who are guided by principles.[1]

In summary the information presented here has been designed to explain and verify that a student should be admitted to student teaching only at that stage in his development when he is ready to assume his share of responsibility for the continued growth of his ability to guide the learning experiences of pupils. While it is admittedly a difficult task to exercise true selection in the admission of students to student teaching, every possible effort should be made to ensure that students possess teaching readiness. Each student should be evaluated in terms of personal characteristics as well as academic and professional competence. Those students "not prepared" to enter student teaching should be barred from the program. In this regard, persons responsible for selection must endeavor to think, plan, and use good judgment. In this difficult situation they can be expected to do no more.

Mere selection of student teachers does not imply that the students involved are completely ready to enter student teaching stations. It is obvious that they must become informed relative to student teaching practices and procedures through some kind of orientation program. Orientation, then, is the phase of student teaching with which the next principle is concerned.

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[1]Cottrell (ed.), op. cit., p. 156.

PRINCIPLE VIII: The orientation phase of student teaching should facilitate understanding of existing responsibility and authority relationships and the general factors involved in professional growth by means of "apprentice" teaching experiences.

Student teaching will be effective for an individual student to the extent that he understands and appreciates the role he is to play, the human relationships involved, the responsibilities entailed, and the factors that affect professional growth. In order for the student teacher to derive the greatest benefits possible from his experiences in the program, he must have a clear understanding of what is expected of him as he engages in this kind of endeavor. The student must be made aware of the multiplicity of relationships that many times are taken for granted. The persons involved in the numerous relationships to which he must be oriented include: the director of student teaching, the college supervisor in his subject-matter area, the administrators in the cooperating school, the cooperating teacher to whom the student is assigned, the pupils in the classes, and on occasion even the parents of the pupils.

The student teacher should have become acquainted with the director of the student teaching program through his application for admission to student teaching and his assignment to the student teaching station. The student needs to understand that the director is interested not only in the operation of the total program, but also is vitally concerned with each student learning as much as possible

while participating in the program. The student should realize further that the director of student teaching evaluates the program not only in terms of the effectiveness of the experiences for the student but also in terms of the extent of the learning achieved by his pupils.

The relationship between the student teacher and his subject-matter area supervisor should be cordial, based upon the student's knowledge that the supervisor's function is to assist in all phases of professional growth. The college supervisor should assist the student in becoming familiar with the circumstances involved in the assignment by taking into consideration the student's personal traits, abilities, and interests. He should ensure that the requirements of the program are understood by the student, that the student understands school policies regarding student teachers, that the student is made aware of the community customs, and that the student is motivated to improve as his assignment progresses. In this connection the student should be made fully aware of the time and study requirements involved in the college credit he will receive for satisfactorily completing student teaching. Only to the extent that the student accepts the college supervisor as his professional guide will the student fully attain the goals of student teaching.

Each student needs to be cognizant of his relationships with the people of the community in which he does student teaching. He must comprehend the customs, educational needs, and the varied interests of the community. He must

realize that the people in the community are interested in their children accomplishing as much as possible in school. If the people of the community are to accept the student as a teacher, the student must conduct himself in a professional manner in speech, dress, and actions. Grim and Michaelis expressed this viewpoint aptly in a textbook for student teachers:

> Competent teachers give serious attention to professional relationships by adhering to ethical principles and by participating in professional enterprises.[1]

The student should be introduced to administrative personnel as quickly as possible upon arrival at the cooperating school. He will need to be informed of the administrative policies of the school. He also will need to comprehend that the administrators have accepted him as a professional person. The administrator will view the student as a teacher with only limited teaching experience but definitely not as a mere student. The administrator will expect the student teacher to abide by the rules and regulations of the school with the same respect and diligence as any other teacher in the school.

Having acquired an understanding of the college personnel involved, the people of the community, and the administration personnel of the school, the student should be introduced to the cooperating teacher. It is with and

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[1]Paul R. Grim and John U. Michaelis, The Student Teacher in the Secondary School (New York: Prentice-Hall, Inc., 1955), p. 11.

through the assistance of the cooperating teacher that the student will be actively oriented into the role of the teacher. The cooperating teacher is the one person who knows the abilities and interests of his pupils and the specific teaching-learning activities necessary for them. The cooperating teacher must have sufficient information about the student teacher to effectively determine his needs in the student teaching work. It is imperative that the student teacher and cooperating teacher have compatible personalities and respect for each other. The student should realize that the cooperating teacher is legally and morally responsible for the educational progress of the pupils. He must respect the cooperating teacher's evaluation of the pupils and the selection of learning activities. The student will be more appreciative of the cooperating teacher if he realizes that it is the cooperating teacher who makes it possible for him to exhibit his enthusiasm and ability in his first teaching capacity. In evaluating the classroom cooperating teacher Curtis and Andrews offer this professional challenge:

> Your attitudes toward the student, your interest in him, your ability to guide growth effectively, and your ability to establish quickly wholesome interpersonal relations determine whether or not you can create a climate conducive to optimum growth.[1]

The student must get to know the pupils in the classes he is assigned to teach. He needs to learn about the abilities and interests of each one of his pupils. This

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[1] Curtis and Andrews, op. cit., p. 7.

entails an ability to develop a sound working relationship with the pupils in the class through understanding of individual needs and motivations. The student should learn to accept the pupils as learners and to be alert to the types of learning activities to which they best respond. It will be necessary to learn all of the class routines essential for keeping the class moving in an appropriate manner. The student should be cognizant of the basic purpose of his teaching--educational growth of pupils. In summing up evaluation of the student-pupil relationship Curtis and Andrews expressed this point of view:

> Competence of the teacher as well as of the student must be measured finally in terms of the pupils' growth.[1]

Thus far, the discussion in this section has pertained to the aspects of the student teaching program about which the student teacher should be oriented as he enters into his assignment of a teaching station. It is recognized that the methods of orientation are many and varied. Also, there has not been sufficient standardization of the most common and most desirable techniques of orienting student teachers for published statements to be widely circulated. In many teacher education institutions, much of the orientation is accomplished through direct contacts between the student teacher and the college supervisor, the student teacher and the director of student teaching, the student teacher and the

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[1]Ibid., p. 19.

administrators of the cooperating schools, and the student teacher and the cooperating teacher. In numerous instances, teacher education institutions provide programs of orientation wherein, through group sessions, many of the basic elements are explained to student teachers. This activity is usually conducted on the campus prior to the students' making contact with the schools in which they will do student teaching. In some institutions much of the orientation information is given to the student teachers in duplicated form. This material is studied by students prior to arriving at their student teaching stations, as well as during the student teaching period, when situations arise that necessitate re-study of the relationships and responsibilities.

Although most phases of orientation are not standardized and are not described adequately in the literature, it is evident that teacher education institutions must accept responsibility for enabling each student teacher to understand the many relationships and responsibilities that exist in student teaching. Fulfillment of this function should be accomplished by the best possible means and techniques applicable in each teacher education situation.

Content of Student Teaching

Student teaching activity, as currently conceived, should include classroom teaching by the student teacher under the direct supervision of a cooperating teacher. In addition, it should include circumstances in which the

student teacher gains acquaintanceship with and competence in the sponsorship or directing of extra-class activities of pupils. Further, in the opinions of authorities in this field, student teachers should participate in various other phases of the total operation of a school system. They should engage in the professional activities of teachers and should encounter typical situations involving public relations. The three specific principles presented in this section are designed to point up in an educationally sound manner the various elements essential to the content of an adequate program of student teaching experience.

PRINCIPLE IX: The content of student teaching should be such that student teachers are required to formulate specific lesson plans, select or prepare teaching materials, and utilize teaching aids, as they direct and evaluate the learning activities of pupils.

Planning is essential for effective and efficient teaching. Since planning is so significant, student teachers must learn how to plan effectively. Ability to plan is somewhat an art and must be learned and practiced before it becomes effective. Student teachers must become thoroughly acquainted with various types of lesson plans and the plans they develop and use must relate appropriately to the needs, interests, and capabilities of their pupils. They should be prepared under the direction of the cooperating teacher and fulfill requirements he establishes for them. The major purpose in helping the student teacher to learn to plan

effectively is to ensure that he will organize a quantity of proper instructional activities. The student teacher must learn how to plan instruction to meet the needs of each pupil. Grim and Michaelis express this view in stating directly to student teachers: "Your concern in all planning is for the growth of each individual."[1]

Teaching plans prepared by the student teacher will not and should not be identical to those which the cooperating teacher uses. Through his years of experience, the cooperating teacher will have accumulated sufficient teaching ability to enable him to make automatic responses to many routine aspects of classroom instruction. The experienced teacher knows how to direct activities with a minimum amount of written reminders and guides. The student teacher, on the other hand, does not have this knowledge and it is necessary for him to plan and to write out in detail all of the elements he expects to cover. Schorling and Batchelder stress the importance of planning in their statement:

> If experienced teachers find it necessary to plan their work, it obviously is even more important that student teachers spend considerable time in this activity.[2]

The student teacher should carefully prepare and follow detailed lesson plans until both he and the

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[1]Grim and Michaelis, op. cit., p. 72.

[2]Raleigh Schorling and Howard T. Batchelder, Student Teaching in Secondary Schools (New York: McGraw-Hill Book Company, Inc., 1956), p. 128.

cooperating teacher feel confident that he can properly direct learning activities with a lesser degree of detail in his lesson plans. It is important that the student teacher always keep in mind the intellectual growth of the pupils in his class. He must not impair the efficiency and effectiveness of classroom operations just because he desires to conserve time in his planning. It is also important for him to remember that even though material is written in the lesson plan, it does not mean that variations cannot be made as needs arise in the class. Wiggins expressed this viewpoint in the following manner:

> 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 good on-the-spot judgment.[1]

Plans prepared by the student teacher should be of two major types; long-range and day-by-day. Long-range planning involves the procedure whereby material to be learned during a year or semester is divided into component parts called "instructional units." Instructional units must of necessity be correlated so that the subject matter possesses continuity and so that pupils will gain experiences in each new unit on the basis of knowledge acquired in previous units. In order that the results of the teaching for the year be successful, each and every unit to be covered

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[1]Sam P. Wiggins, The Student Teacher in Action (Boston: Allyn and Bacon, Inc., 1957), p. 104.

must be planned in an efficient manner. The format may vary, but unit lesson plans should contain certain essential elements. The first element in a unit plan is its designation. Included in the designation should be such information as the name of the subject, the title of the unit, how much time will be allocated to the unit, and the grade level. The objectives of the unit should constitute the second element in the unit plan. The objectives should be as few in number as feasible, but comprehensive enough in scope so that the "why" for the presentation of the unit is clear and distinct. The objectives assist the student teacher in his constant evaluation of each unit and in its presentation. The third element involves an outline of the topics to be studied in the unit and the activities necessary to introduce, develop, and summarize the subject matter in the most effective manner. Also included in the third element is a list of the teaching materials that are to be used in presenting the subject matter. The fourth element to be considered involves evaluation of the effectiveness of the instruction offered under the plan. The selected references needed for effective presentation of the material to be covered in the unit constitute the fifth element. The various elements may be subdivided at the discretion of the planner, but they establish the basis for all teaching units. Strate-meyer and Lindsey recommend that the content of a unit plan should be determined by the basic elements of good teaching.

> The plan needs to include suggestions relating to the things every good teacher thinks about as he plans for and guides a teaching-learning experience: the needs, interests, and abilities of the pupils, the goals to be achieved, the kinds of activities on the part of the teacher and learners which will contribute to these goals, and materials needed in carrying out these activities.[1]

In planning the units that he is to teach, the student teacher should keep in mind the desires of the cooperating teacher. Each unit of instruction should be constructed by the student teacher well in advance of the time it is to be taught so that the cooperating teacher can evaluate it in accordance with the needs, interests, and abilities of the pupils. Time should be made available in which the student teacher and the cooperating teacher can discuss the different aspects of the unit and the projected presentations. Changes suggested by the cooperating teacher should be made by the student teacher, since it is the cooperating teacher who is actually responsible for the educational growth of the pupils in the class. Alcorn, Houseman, and Schunert point this idea up for student teachers as follows:

> Despite your opinions or those of your college supervisor, you will need to adapt your planning to the expectations of your supervising teacher.[2]

Day-by-day planning is essential if the success of the unit plan is to be assured. There are many reminders, activities, resources, assignments, and evaluations that must

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[1]Stratemeyer and Lindsey, op. cit., pp. 205-6.

[2]Alcorn, Houseman, and Schunert, op. cit., p. 51.

be included in the plans for each day. The student teacher must project his knowledge of what the class is doing. He should expect to submit his daily lesson plans to the cooperating teacher at least one week in advance of the instructional activity. This is necessary if the cooperating teacher is to be properly informed concerning proposed learning experiences for the class. It is assumed by competent cooperating teachers that a student teacher will evaluate and modify, if necessary, each day's lesson plan before he teaches the class. The daily plan, like the unit plan, is a tentative guide--not an absolute thing that must be followed without variation. Alcorn, Houseman, and Schunert offer this advice relative to pre-planning on the part of student teachers:

> Prepare your tentative plans carefully and well in advance of the time for their use, leaving spaces for changes and additions.[1]

The daily lesson plan should include a number of specific procedures, illustrations, and other activities in sufficient detail for the student teacher to direct the class activities with minimum loss of time and effort by the learners.

In addition to preparing daily lesson plans as related segments of the unit plan, the student teacher must think in terms of how these lessons will be taught, what kinds of teaching materials will be necessary for the most effective

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[1] Ibid., p. 63.

teaching-learning situations, and under what conditions the lessons will be presented. Student teaching offers opportunity and encouragement for a college student to make use of his knowledge and understanding of the most effective and up-to-date instructional materials and aids. From the time that he initially assumes responsibility for directing the learning of the class, he should strive to familiarize himself with the opportunities for using all teaching materials and aids available to supplement, not supplant, the other activities planned in each lesson, to clarify the principal ideas of the lesson, to add vigor to the teaching-learning situations, and to make learning more purposeful for the pupils.

It is of utmost importance to the student teacher to keep constantly in mind the maturity level and capabilities of his pupils as he endeavors to select and to use teaching materials and aids. The student teacher should not plan a demonstration, for example, that may not be challenging and stimulating to the class; either because it is too simple or too complex. The cooperating teacher can give wise counsel in the choice of materials and aids, and should be consulted by the student teacher prior to commitment and use of materials. Together, the student teacher and the cooperating teacher can create meaningful classroom situations in which pupils can do their best work. The directed activities must constitute a large variety of different undertakings in order to provide for individual differences among pupils. Adams

and Dickey suggest with regard to use of instructional materials:

> Student teachers should always be alert to new possibilities in the development and use of instructional materials. Through the wise use of these aids, the teacher will gain security, and the pupils will have greater and richer opportunities for learning.[1]

Careful choosing of instructional materials will assist pupils in developing concepts from information presented. It will aid pupils in understanding that learning is really problem solving--searching for, finding, and understanding of facts and concepts.

Some types of instructional materials are visual; some are auditory; some are a combination of both visual and auditory. Because there are so many different kinds of materials available for the student teacher to use in the classroom, he must evidence wisdom in the selection of both the materials and the equipment that he plans to use. The student teacher should never choose audio-visual materials, such as a film-strip, as a means of shirking instructional responsibility or to compensate for inadequate preparation. However, such materials may fit appropriately into the basic plan of instruction. Adams and Dickey emphasize this point of view:

> The concept that a sound educational program should be concerned with the problems, needs, and

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[1] Harold P. Adams and Frank G. Dickey, Basic Principles of Student Teaching (New York: American Book Company, 1956), p. 192.

> interests of those for whom the program is conducted is directly related to the problem of selecting and utilizing materials of instruction in the most effective way possible.[1]

It is advantageous to pupils for instructional subject-matter to be related directly to everyday experiences. A local community usually offers many excellent opportunities for enabling pupils to understand and appreciate fully the purpose and value of the subject-matter covered. A field trip to a relevant natural environment is an effective means of permitting pupils to observe the citizens of the community using information and concepts that have been learned in classrooms. The student teacher should understand that learning through real everyday experience is more meaningful and lasting than learning through vicarious experience. It may be helpful for the student teacher to use the cooperating teacher's file of available community resources. In addition to school libraries, the public library, in most communities, will lend teaching materials without charge. Thus, a student teacher should have little difficulty in obtaining proper instructional materials.

It is essential in most teaching stations for the cooperating teacher to construct or otherwise prepare certain teaching aids. It is necessary for him to make much use of the chalkboards and bulletin boards that are available. It is obvious, then, that the student teacher also should

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[1] Ibid., p. 178.

make extensive use of these valuable aids. Not only does the student teacher have responsibility for learning how to obtain available materials, but also he should know the most effective ways of using them.

To evaluate the degree of success in the utilization of a particular teaching aid, it is necessary to have a follow-up period in which effectiveness of student learning may be determined. This follow-up may be in the form of a discussion, oral reports, written reports, a test, or other activities considered advisable by the student teacher and the cooperating teacher.

What a learner experiences determines what he will learn. How effectively he relates the experiences to his own life and his own problems will determine how effectively he has learned. Since most educators appear to agree with these statements, it is necessary to consider the work of the student teacher as he assumes the responsibility of organizer and director of teaching-learning activities. The student teacher should be encouraged to continue the type of organization for classroom management that was instigated by the cooperating teacher. Changes involved as the cooperating teacher transfers responsibility for instruction to the student teacher should be gradual and should result in mutual benefit for all personnel involved. It is, therefore, essential that knowledges gained in the orientation and planning phases of student teaching form the basis for determining the

management procedures as the student teacher assumes responsibility for a class. The words "assumes responsibility," as used here definitely do not mean complete abdication of rights and responsibilities on the part of the cooperating teacher. Instead, they imply a cooperative endeavor whereby the student teacher is in the foreground in the instructional activity with the cooperating teacher available at all times to give advice and aid. This is true unless a situation should arise whereby it would be of greater benefit to the pupils if the cooperating teacher and the student teacher reversed positions as class organizer and teacher assistant. It is apparent that occasions may arise when lack of experience in the student teacher must be supplemented by skillful assistance from the cooperating teacher.

The activities and experiences provided in instruction should enable each pupil to learn according to his abilities. This can be accomplished only when pupils understand that the activities will benefit them and that they actually do have purpose. Also implied in this viewpoint is the fact that pupils will have had different experiences to which they will relate their present experiences. This means that some of the pupils will be in positions to achieve at higher levels than their classmates. The student teacher than must not only plan a variety of experiences but also must organize class activities and direct them so that each pupil is enabled to achieve at the level commensurate with his abilities

and past experience. Here the student teacher may have to utilize individual instruction techniques somewhat foreign to him.

Classroom management embodies a rather large number of factors of which the student teacher must be cognizant. In almost any educational endeavor, there are differences of opinion regarding classroom organization. The following factors relating to classroom management are discussed in a majority of the text books on methods of teaching: classroom routine, physical conditions, classroom personality, business-like organization of activities, organization of materials and supplies, records and reports, and emergency drills.

Classroom routine involves movement of pupils to their seats in the classroom, checking of attendance by the teacher, signing of admission slips by the teacher, preparing the attendance report, informing pupils of their initial activity for the class period, and other routine procedures considered pertinent in the particular school, grade level, and subject. The student teacher should be expected to quickly grasp the teacher's role in all of these various activities. He should realize the importance of each individual activity, and should always endeavor to complete each one in a professional manner.

An important aspect of classroom management that merits consideration is the physical condition of the

classroom. It is advantageous for pupils to work in a classroom that is well-arranged, and that is clean and attractive. Even before the student takes over management of a class, he should assist the cooperating teacher in making the classroom as attractive as possible. Schorling and Batchelder express the following opinion:

> There are successful teachers, however, who are unusually alert and resourceful in providing an attractive environment appropriate to the activities in which pupils participate. They recognize the importance of giving every classroom a unique personality appropriate to the subject or even to the unit that is being taught.[1]

The personality of a classroom depends upon the personality and ability of the teacher. It is generally believed today that the classroom atmosphere should be democratic. Pupils must understand and fully comprehend that what they do and the decisions that they make affect the other members of the class as well as themselves. Pupils should also be enabled to constantly improve in courteous pupil-teacher relationships and pupil-pupil relationships. In order to facilitate constant improvement in this regard, the student teacher should be assisted in understanding that all activities must be correlated to make it possible for the majority of the pupils to manifest growth in personal traits.

An aspect of classroom management that needs constant attention in planning, executing, and evaluating is

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[1]Schorling and Batchelder, op. cit., p. 122.

the procedural organization of teaching-learning activities. This aspect sets the tempo for all other aspects of classroom management. The positive viewpoint in class organization is considered an excellent preventative measure relative to classroom control. Good procedural organization is instrumental in aiding the teacher as he works with the pupils in the creation of a learning atmosphere that is conducive to maximum pupil growth.

An aspect that student teachers often fail to consider in their plans for classroom management is the organization for distribution, use, and collection of materials and supplies. For the first few weeks that he is teaching, the student teacher will do well to follow the procedures established by the cooperating teacher. This will facilitate more orderly performance by pupils, thus enabling all persons involved in the transition to make proper adjustments.

Records and reports, especially those relating to evaluation of pupil progress, must be considered a vital aspect in classroom instruction. Not only are records needed to show pupil progress, but they also serve as a basis for most relationships involving the teacher. They are employed by the teacher in counseling students individually as well as in groups. They are utilized in conferences with other professional personnel and in conferences with parents. Records of class work serve as a basis for periodic reports to the parents concerning the progress of their children.

Since the results of classroom activities are filed in the individual pupil's folder and the other permanent records of the school, the student teacher needs to be extremely diligent in keeping and using classroom records. The cooperating teacher and the college supervisor should encourage the student teacher to use an accepted process of recording and keeping data about each pupil in his class.

Emergency drills, such as fire drills, hurricane drills, tornado drills, and others must be explained to the student teacher so that the pupils may continue to perform in an orderly manner. The importance of a student teacher's being prepared to assume his share of responsibility for proper discharging of the various drills is obvious.

Even though the importance of the foregoing elements of student teaching are agreed upon, they have been discussed and verified for the consideration of all persons involved in the guidance of the student teacher as he plans, directs and evaluates classroom activities. Since offering of instruction is the most important phase of the student teaching assignment, much consideration must be given to the formulation of lesson plans, selection and preparation of teaching materials, and utilization of teaching aids as the student teacher directs and evaluates the learning activities of the pupils in the classroom.

The cooperating teacher, as a regular teacher in the school, has important opportunities and responsibilities

connected with his service in extra-class activities. He assists in the organization and management of clubs, pupil organizations, and other pupil activities. He actively participates in the guidance services of the school, not only through his classroom teaching, but also in other assignments as the needs of pupils direct. Since these opportunities and responsibilities are considered an important part of the teacher's role, it must be assumed that the student teacher will be expected to observe and participate in extra-class duties. The next principle presented pertains to this phase of student teaching.

PRINCIPLE X: The content of student teaching should be such that student teachers are required to actively participate in guidance, counseling, and the sponsorship of organized pupil activities apart from classroom instruction.

The student teacher may contribute to and gain experience from participation in the guidance program of the school to which he is assigned. In many schools one period of each day is utilized for "homeroom" activities which enable teachers to engage in individual and group guidance. The homeroom often is an important phase of pupils' school life, and may provide significant experience for the student teacher. Many schools also use the homeroom period to advantage as pupils engage in a variety of cultural, social, intellectual, and other extra-class activities in accordance with the facilities of the school and the abilities of the pupils. The homeroom, like other

planned school activities, must contribute to the goals that are established for the growth of pupils. The more actively the student teacher participates in the numerous homeroom activities, the more gualified he will become as a teacher to direct group guidance when he concludes his student teaching assignment.

In addition to the homeroom type of guidance, the student teacher may engage in other phases of guidance as he participates in other extra-class activities. The student teacher should, if at all possible, observe and participate in activities such as Career Day, Business-Industry-Education Day, assembly programs, special trips, social events, and athletic events. The student teacher should certainly be made aware that the purpose of guidance is to assist the pupils in becoming self-directive in educational, vocational, social, leisure, and health phases of living.

Most teachers today realize that pupils must at times be assisted individually in finding solutions to many types of problems that confront them. Individual assistance given pupils so that they may solve their problems is involved in counseling. It is not to be implied that the student teacher or the cooperating teacher should supplant the school counselor. Counseling pupils, as used here, emphasizes the importance of the teacher's role in the guidance program. It has reference to rendering assistance to pupils with their minor problems. The student teacher

should realize when and how to refer to the counselor all of the more difficult problems of pupils. It is imperative that student teachers be given experience in this important part of the teacher's role, if they are to be properly prepared as teachers. Counseling by the student teacher may occur in connection with his performance of classroom duties, but more often it will occur in the periods of time before or after classes or before or after school.

Assisting with the sponsorship of a club or other organized activity should be part of the training of the student teacher. Sponsoring of activities constitutes one important way for teachers to become better acquainted with pupils. Successful work with a club or other organized activity will add to the prestige of the student teacher, at the same time extend and improve his relationships with pupils. Schorling and Batchelder have stated:

> One of the most challenging and inspiring opportunities in teaching today is outside the formal curricular program. Almost every teacher can expect to participate in some phase of the school's extra-curricular program, and every teacher should welcome the opportunity.[1]

In the sponsoring of activities, as in classroom teaching, the student teacher must first be an observer and assistant. Later, as he gains security in his assisting of the regular sponsor, he should be guided into more active participation. The student teacher should work with the

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[1] Ibid., p. 271.

club or activity most closely related to his own interests and abilities. He should be enabled to understand that the creativeness developed and the achievements of the club or organization are in a large measure dependent upon the capabilities and active guidance of the sponsor. He should show as much enthusiasm and perspective in his work with organized pupil activities out of class as he does in the classroom. He should be made to fully realize the professional responsibility accepted as he works with an organized activity. Muldoon reminds teachers:

> There is one point, however, common to all of these extra-curricular activities; the teacher in charge has both legal and moral responsibility for the safety and welfare of the students under his charge.[1]

Schorling and Batchelder state in this regard:

> It is evident that preparation for sponsorship must be considered an important aspect of professional training and equipment. If possible, a student teacher should arrange to serve as an assistant sponsor in one or more activities in the period devoted to professional education; in any case he should serve as many activities in action as time will permit.[2]

In his college methods courses the student teacher should have been taught the importance of building sound professional relationships. The college supervisor should also stress the importance of diplomacy as the student teacher is preparing for his student teaching assignment.

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[1]Mary W. Muldoon, Learning to Teach (New York: Harper & Brothers, 1958), p. 219.

[2]Schorling and Batchelder, op. cit., p. 280.

However, it is when the student teacher actually commences his teaching work that the application of theory to practice begins. The skill with which he enters into professional relationships with teachers, administrators, and parents will indicate to a large extent the type of personality traits he possesses. His professional relations should to a significant degree simulate those he may reasonably expect to have in his first full-time teaching position. Principle XI, as presented and discussed in the next few pages, concerns the aspects wherein the student teacher is enabled to understand his responsibility for building professional relationships and is aided in doing so.

PRINCIPLE XI: The content of student teaching should be such that student teachers are required to enter into professional relationships with teachers, administrators, and parents.

In Principles IX and X information was presented relating to teacher-pupil relationships and other elements in the teacher's role as he directs the learning activities of pupils. In Principle XI elements of student teaching are involved which relate only indirectly to contacts with pupils. The professional relationships of all teachers for the most part involve inter-action with other teachers, with school administrators, and with parents. The most frequent type of relationship with other teachers involves ordinary conversation. There is little doubt that student teachers can be assisted in learning how to discuss educational matters on a

professional level. It is important that those teachers with whom they converse be professional in their attitudes and comments. The relevance of this is obvious when one realizes that the student teacher, due to lack of experience, may be swayed unduly in his opinion by what he hears from the teachers in the laboratory school. To be able to converse on a professional level, the student teacher will need to spend as much time as possible in association with teachers who are dedicated to teaching. To maintain conversations on a high level, the student teacher himself must accept some responsibility. He may need to subscribe to and read professional literature, engage in reflective thinking, and in general endeavor to raise his level of professional activity.

The student teacher should, whenever possible, participate in study groups, work shops, and action research guided by the cooperating teacher. He should eagerly seize upon opportunities for committee participation involving such activities as textbook selection, curriculum planning, and evaluation.

It is advantageous for a student teacher to observe other teachers in his major and minor areas. It may be beneficial for him to observe in areas other than those in which he is directly interested. He may be enabled to gain a much larger group of experiences from which he can develop the methods he will use. Also, he should observe a variety of classroom circumstances and management. All observations

should be arranged with the assistance of the cooperating teacher.

The second major element in professional relationships involves contacts between the student teacher and individuals in administrative capacities. Contacts with administrative personnel will tend to be infrequent, but each contact may be of importance. The first contact the student teacher has with administrative personnel will undoubtedly be upon arrival at the school or during the period of orientation. Such contacts will usually be individual in nature and limited in number depending upon the rapidity with which the student teacher assumes his role. The administrator in the laboratory school will accept him as just another teacher in the school, and will expect attendance at faculty meetings. Observation and participation in faculty meetings can provide invaluable experience and constitute a means of developing good professional relationships as the student teacher extends his contacts. However, he should not be expected to participate in faculty meetings as actively as do the other teachers.

Another type of relationship with administrators involves activities that relate to in-service training. Since administrators are generally interested in the improvement of any teacher, they should be more than willing to have student teachers participate. It is possible in many schools for them to spend sufficient time in the various offices,

observing and when possible working in activities, to become thoroughly acquainted with the types and purposes of records and information concerning pupils.

Another major element in professional relationships for the student teacher involves contacts with parents. The student teacher should take advantage of every possible opportunity to become acquainted with the parents of his pupils. He must understand that in all contacts he will be expected to demonstrate his interest in the pupils by professional attitudes and expressions. He should always attempt to give positive impressions of his desire to see each pupil make maximum educational growth. He should also show the parents and other citizens of the community that he is enthusiastic regarding his opportunities in the local school and the entire profession of teaching. Not only should he show his interest and enthusiasm in what the school is doing for children and youth, but he should show interest in other community activities by becoming familiar with the facilities of the community, the economic aspects of the community, the local government, and many other items of community interest. The student teacher should exhibit interest in the life of the community by being, whenever possible, an observer and worker in community activities.

Other phases of the relationship with parents includes such things as home visits, telephone conversations, written notes, periodic reports, Parent-Teacher Association meetings,

scheduled conferences at school, and unexpected visits by parents to the classroom. If parents visit the school, the student teacher should strive to be friendly and courteous, and should allot time for visiting with them. He should be truthful in statements to parents as they request appraisal of progress being made by their children. The student teacher will require capable guidance from the cooperating teacher as he first engages in contacts with parents. This will continue to be true until he gains ability and understanding of each type of contact and confidence in himself.

In this discussion of the activities which should make up the content of student teaching, direct reference was made on occasions to supervision of those activities. In other cases, implications for supervision were indicated in an indirect manner. The next section of this chapter deals specifically with supervision of student teaching from the viewpoints of the teacher education institution and the cooperating school.

Supervision of Student Teaching

The function of supervision in a student teaching program must be twofold. It must involve supervision from the points of view of: (1) the teacher education institution, and (2) the cooperating school. To point up specifically and to explain in detail each aspect of the twofold function of supervision of student teaching, two principles are presented and discussed in detail in this section.

PRINCIPLE XII: Supervision of student teaching by personnel in the teacher education institution should be of the nature and extent required to maintain appropriate academic standards on which the granting of college credit may be based.

Student teaching work invariably involves college credit and, therefore, it must be so organized, offered, and supervised as to merit status as a part of the total academic offering involved in a professional degree program. Student teaching must contribute to the professional development of the students who enroll in it. In addition, students must perform work and achieve competence that can be evaluated for grading purposes and for the granting of credit. Thus, it is imperative that student teaching be adequately supervised by personnel from the teacher education institution. Flowers and others have defined supervision of student teaching as follows:

> Supervision of student teaching refers to all those activities engaged in by any persons guiding the planning, carrying out, and evaluating of activities of student teachers.[1]

To a limited extent, supervision may be exerted by the director of teacher education and by the director of student teaching. Primary responsibility for the supervision of student teaching, however, must rest with the college supervisor in the subject-matter area with which the student teacher is involved. The college supervisor has a variety

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[1]Flowers et al, op. cit., p.167.

of important duties in facilitating the achievement of each student teacher as he is enabled to acquire maximum teaching competence. The college supervisor should be involved with making arrangements for the student teaching assignment, conferring with the cooperating teacher as needs dictate, evaluating the student's work, counseling with the student teacher as he fulfills his duties, and in general assisting the student in every way possible.

The supervisor must have considerable knowledge of the student so that he can aid in making the assignment to a teaching station. After a careful study of the college records and a conference with the prospective student teacher, the supervisor should be able to judge the student's background, his scholastic record, and his character and personality traits. Such data is vital to the supervisor and to others concerned with the assignment of the student to an appropriate teaching station. There must be a high degree of assurance that the student teacher and the cooperating teacher have compatible personalities in order that the extensive range of student teaching activities may be effectively accomplished. Not only must the needs and desires of the student be considered in making the assignment, but also the desires of the anticipated cooperating teacher must be considered. Orientation of the student teacher should be planned in conference with the cooperating teacher and the student teacher. It is the responsibility of the college

supervisor in such a conference to bring about a sound working relationship between the cooperating teacher and the student teacher. By working personally with the cooperating teacher and the student teacher in a courteous, cooperative, and sympathetic manner, the supervisor can do much to establish effective working relationships.

To be effective, supervision of student teaching must enable the student teacher to relate the beginning experiences of student teaching to his previous experiences. After the student has been oriented in his teaching assignment, the supervisor must assist him in planning his first teaching activities. In this respect, however, the college supervisor must not encroach upon the work of the cooperating teacher. Observations, conferences, and seminars are the most commonly used media for guiding student teachers in pre-planning for the various phases of student teaching.

The number and length of conferences with each student teacher should vary according to the needs of the individual student teacher and amount of supervision given by the cooperating teacher. Conferences for each student may be scheduled weekly or they may be arranged at the request of the college supervisor, the cooperating teacher, or the student teacher. Individual conferences are invaluable after the college supervisor has observed the student teacher as he directs the learning activities of pupils. The supervisor then can help the student plan, on the basis of what he has

observed, future teaching activities. He should explain to the student teacher what aspects of his teaching activities need improvement. The ways in which improvements may be made should be discussed thoroughly, so that the student teacher may understand fully not only how to improve but also how through self-evaluation he may make improvement continuous. Wiggins states relative to conferences as follows:

> Conferences are means to an end; they can be evaluated only in terms of the results they eventually yield. Good conferences lead to action.[1]

Seminars conducted by the supervisor are effective for discussing the teaching problems common to most student teachers in a particular subject-matter area. Seminars also should be used to enable students to learn additional ways of performing tasks in student teaching. To be the most effective, the college supervisor must offer constructive criticism without causing resentment. If criticisms might be classified by certain students as too personal for consideration in a seminar, the supervisor should skillfully counsel on particular points during the individual conferences. In the seminar situation, the college supervisor may extend his influence beyond student teaching. He may be enabled to show his genuine interest in the welfare, growth, and future success of the student teachers. He may find that he is in a favorable position for giving information about how to

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[1]Wiggins, op. cit., p. 169.

find, secure, and begin work in first teaching positions. He may be able to encourage the better students to start thinking about continuing their education after graduation.

Since it is the college supervisor who should have final authority in evaluating the student teacher and determining the grade to be recorded for completion of the work, he must be as familiar with the actual progress and achievement of the student teacher as is possible. Also, the college supervisor should be responsible for transmitting to other professional persons in the forms of letters of recommendation, his knowledge of the student teacher's work. In theory, it may be advocated that the college supervisor visit each student teacher at least once a week. Each visit that the college supervisor makes will enable him to consult more effectively with the cooperating teacher and to determine more adequately the status and progress of the student teacher. Knowledge gained in consulting with the cooperating teacher should be used to supplement ideas formed as he observes the student teacher in action. In actual practice, however, it is not always feasible for the college supervisor to assume the major responsibility for observing the student teacher. He sometimes must rely almost entirely on the cooperating teacher for evaluation of the work done by the student teacher. Flowers and others indicate that the role of the college supervisor should be as follows:

> For college teachers to participate in the supervision and guidance of college students in laboratory situations, they must devote a portion of their time with students in such situations. Another part of their time must be free to confer with students and laboratory teachers concerning the growth of students and to plan with them steps to be taken to provide the best experiences for them.[1]

As the college supervisor accept his responsibilities and engages in the performance of his supervisory duties, it is imperative that he strive to make improvements in plans for future student teachers. It should be the goal of each college supervisor, in his professional relationships with the cooperating teacher and the student teacher, to enable all persons involved at the student teaching station to make continued professional improvements. If the student teacher is given freedom to use methods, experiments, and other activities that differ from those previously advocated by the cooperating teacher, the college supervisor should show his appreciation to the cooperating teacher for permitting the deviations. He should also encourage the cooperating teacher to carry on experiments in his own teaching. This professional encouragement and assistance will prepare the way for future student teachers as they are assigned to the particular station. It will make it possible for future student teachers to exercise greater freedom in selecting, planning, and directing activities; thereby, permitting greater professional growth for each student teacher. By this means, it

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[1]Flowers et al, op. cit., p. 29.

becomes possible for continued improvement to result in the total program of the cooperating school.

PRINCIPLE XIII: Supervision of student teachers by personnel in the cooperating schools should facilitate maximum scholastic achievement among the pupils with whom the student teacher makes contact while at the same time enabling the student teacher himself to achieve teaching competence.

Supervision of student teaching must be exerted by personnel in the cooperating schools where student teaching stations are maintained. Here the supervision must be primarily for the purpose of ensuring that the educational opportunities of pupils are enhanced in every way possible. Of course, the cooperating school personnel also are concerned about the extent of progress made by the student teachers in gaining competencies associated with actual teaching. But, school administrators and the cooperating teachers first must make certain that the scholastic needs of pupils are met.

The cooperating teacher is the person most actively involved in the supervision of the work of a student teacher. Emphasis is given to the supervisory role of the cooperating teacher by Richards:

> Even though the supervising teacher is given some assistance by personnel from the college, it is the close guidance given by the classroom teacher that determines growth toward competence in teaching.[1]

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[1]Ernest J. Milner (ed.), The Supervising Teacher, Thirty-Eighth Yearbook (Cedar Falls, Iowa: Association for Student Teaching, 1959), p. 27.

The cooperating teacher is the person who helps the student teacher to gain understanding of each of the pupils with whom he is involved. The cooperating teacher provides direct assistance to the student teacher as teacher-pupil relationships are developed. This supervision is necessary for a number of reasons, but those indicated here will be sufficient to illustrate the importance of the cooperating teacher's supervisory activities. The cooperating teacher must be certain that the student teacher understands the abilities, interests, desires, and actions of the pupils so that planning can be done effectively for their learning. The cooperating teacher must be interested in helping the student teacher to utilize teaching procedures that will be economical of the time, efforts, and energy of each pupil.

As he supervises the work of the student teacher, the cooperating teacher will observe pupils' reactions, achievements, and progress as the student teacher directs their learning activities. The cooperating teacher should frequently, in conferences after class, explain to the student teacher what he observed and offer constructive criticism. It is important that the cooperating teacher emphasize things that were done effectively as well as those instructional activities that require improvement. It is pertinent at this time to state that the cooperating teacher should seldom, if ever, unsolicitously interrupt or correct the student teacher while he is teaching. The cooperating teacher

should make clear to the student teacher not only how but also why certain methods of teaching are better than others. He should go further in his explanation and encourage the student teacher to use methods that obtain the best results. In conferences, evaluations of activities should be discussed so that the student teacher may develop skill in self-evaluation and grow in self-directiveness. The more constructively the cooperating teacher supervises the orientation of the student teacher and the planning and directing of learning activities by the student teacher, the greater the progress will be for pupils and the student teacher. Emphasis is given by Rabin to this constructive type of supervision of the student teacher:

> The student teacher is aided in exploring his own potential--his particular strengths and weaknesses--and is aided in becoming the best teacher possible. The emphasis is not upon predetermined methodology and patterning oneself after the teaching behavior of the supervising teacher but upon the student teacher finding ways and means of working compatible with his own state of knowledge and his own temperament.[1]

Supervision by the cooperating teacher, then, ultimately has the same purpose as supervision by the college supervisor--growth of the student teacher in terms of understandings and abilities needed to cope with the common problems of a teacher.

The cooperating teacher's supervision of the student teacher as he performs in the role of a teacher in the

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[1] Ibid., p. 9.

classroom is vital, but similar care is required in the supervision of the student teacher as he engages in extra-class activities and professional relationships. The cooperating teacher constantly should demonstrate for the student teacher the highest ethical procedures in all of his professional relationships. Adequate supervision in all of the phases of the work of the student teacher should enable him to learn to judge his own actions and motives and to grow in his ability as a teacher.

It is necessary for the cooperating teacher not only to work closely and harmoniously with the student teacher, but also to work in the same manner with the college supervisor. Teamwork is necessary in order that the supervision offered by personnel from both institutions will emphasize the same factors. Also, it is frequently important that similar advice and aid be given by each supervisor as the student teacher endeavors to find solutions to his problems. Differences in methods and procedures of teaching suggested by the cooperating teacher and college supervisor may be misunderstood by the student teacher to his disadvantage.

An additional responsibility that must be assumed by the cooperating teacher involves assessing and evaluating the achievements of the student teacher. The matter of evaluation will be discussed in detail in Principle XIV. It is necessary to note that the cooperating teacher will use his knowledge of the student teacher in writing letters of

recommendation. The cooperating teacher should cooperate with the college supervisor in helping the student teacher to understand that he needs to continue his educational and professional growth through post-graduate educational activity.

Information has been presented in this section relative to the supervision of student teachers and the responsibilities that must be assumed by each person engaged in a supervisory role. An attempt has been made to relate the essential elements involved in the dual function of supervision as expressed in Principles XII and XIII.

Evaluation of Student Teachers

Evaluation of student teachers should consist of continuous self-analysis and periodic analysis of what he does by the college supervisor and the cooperating teacher. Principle XIV deals in a specific manner with certain of the implications involved in evaluation of student teachers.

PRINCIPLE XIV: Growth in teaching competence, the ultimate goal in student teaching, should be evaluated both subjectively and objectively in terms of the characteristics and competencies desired in a beginning teacher.

Evaluation may be defined as a process designed to measure the extent to which a student teacher develops characteristics, abilities, and skills required of a beginning teacher as he fulfills the duties assigned to him in his teaching station.

One major purpose of the measurement procedure is to provide a basis for assigning a grade at the completion of

the student teaching course. It is upon evidence of a satisfactory grade that academic credit is granted for student teaching work. Another major purpose of the measurement procedure is to enable the college supervisor, the cooperating teacher, and others concerned to render judgments periodically concerning the work done by the student teacher. It is through such judgments that the student teacher gains insights that may result in improvement in the work that he does. Since the college supervisor and the cooperating teacher have direct responsibilities in assisting the student teacher to gain competence, they should be much concerned about developing adequate quantitative and qualitative evaluation devices.

It is significant that evaluation of student teachers should be based on the premise that the student teacher frequently will be informed about his progress. His supervisors should discuss with him his strengths and weaknesses as they observe and rate them. Thus, he will come to understand fully what is expected of him as a teacher and to comprehend the bases on which the determination of his final grade for the course will be determined. Associated with this premise is the idea that the student teacher will engage in self-evaluation. Stratemeyer and Lindsey indicate that constructive criticism is an important phase of evaluation of student teachers.

> If professional growth is to result from evaluation, reactions to the student teacher's work must be constructively critical and help the individual to know what to do in taking next steps.[1]

The personal characteristics and competencies desired of student teachers will vary among the various subject-matter fields, but there are general abilities that all student teachers should possess. It is appropriate to assume that all student teachers should have initially, or should acquire while doing student teaching, instructional abilities involved in lesson planning, presenting of subject-matter, and evaluating of learning outcomes. In addition, the student teacher should be able to utilize certain teaching techniques and devices in handling discipline problems, demonstrating skill procedures, motivating pupils, offering individual instruction or aid, and various other phases in the teacher-pupil relationship. In some instances, these abilities and skills, which the student possesses or should be enabled to gain, are difficult to specifically define and isolate. Therefore, they tend to be difficult for the college supervisor or the cooperating teacher to measure with accuracy.

As the cooperating teacher works with one or more student teachers each semester for a period of years, he should refine his ideas as to how student teachers should perform and the extent to which they should achieve competence as

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[1] Stratemeyer and Lindsey, op. cit., p. 453.

teachers. The college supervisor, working with fairly numerous student teachers each semester, should be able to develop specific techniques for evaluating the work of individual students. Thus, both the college supervisor and the cooperating teacher, with the passing of time, should be able to increase the objectivity of their evaluations, even though subjective elements may continue to be significant. Both supervisors should be cognizant of a group of factors as they guide the student teacher through the activities involved in the student teaching assignment. Stratemeyer explains the importance of the student using his abilities as follows:

> Not only what a student knows and understands, but his ability to use that knowledge functionally in a range of situations provides the basis of evaluation.[1]

Evaluation of student teachers must, first of all, be concerned with the ability of the student to offer instruction in the classroom. In determining his ability to do this, the college supervisor and the cooperating teacher must evaluate critically, and perhaps even grade, his lesson plans and then observe him as he uses the plans in directing learning activities. The supervisors further should evaluate the work done by the student teachers by continually checking on the extent of their achievement. In the final analysis, the achievement of the pupils taught by the student teacher

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[1]Cottrell (ed.), op. cit., p. 299.

constitutes the true measure of his ability. To effectively evaluate the teaching competence of the student teacher, the college supervisor and the cooperating teacher must utilize rating scales and other measuring sticks involving both objective and subjective elements.

Additional factors to be considered in evaluating the student teacher relate to his relationships with his pupils. A major item of concern in this phase is how effectively he handles discipline problems. It should be emphasized that the student teacher should be enabled to gain experience in utilizing preventive discipline measures. A second factor closely related to discipline involves the amount of respect that the pupils demonstrate for the student teacher. In this regard, too, there should be evaluation of the student teacher's ability to provide individual aid and instruction at appropriate times. One measure of the effectiveness of individual instruction is the extent to which other pupils take advantage of the situation when the student teacher is working with only one or two pupils.

The student teacher should evidence desire for maximum professional growth by performing tasks in addition to those normally required. He may engage in the preparation of supplementary instructional materials for classroom use, he may work with pupils in preparing special audio-visual aids, and he may make a search of community sources of teaching materials. These are but a few of the ways in which the

student teacher may exercise his initiative in the planning and developing of instructional materials. Willingness to enter into special activities with his pupils will provide further evidence of his desire to do more than the minimum amount of work required.

Personal characteristics of the student teacher must be evaluated by the supervisors. Appearance, including grooming, poise, and tact, must be considered as they relate to teaching and professional effectiveness. Since teaching involves much oral expression, most supervisors evaluate speech in terms of voice, diction, and pronunciation. These elements should be judged in terms of their effect upon pupils. Enthusiasm, dependability, and the ability to accept constructive criticism are of the utmost importance when assessing the personal traits of a student teacher. These traits should exist at the same level expected of any person entering his first job in the teaching profession.

Another major element of competence that must be evaluated by the college supervisor and the cooperating teacher is the professional attitude of the student teacher. The primary factor to be determined in this phase of evaluation is the extent to which the student teacher accepts the role of a teacher. An aspect easily determined, but none-the-less important, is the degree to which the student teacher participates in extra-class activities and in professional relations with other members of the profession.

Another indication of an appropriate professional attitude is expressed concern on the part of the student teacher for his pupils.

In the preceding paragraphs, information has been presented regarding evaluation of student teachers and the factors that may be involved in the evaluative process. Even though evaluation is in many respects subjective, the supervisory personnel should analyze all phases and procedures in evaluation in view of the objectives of student teaching and the abilities demonstrated by the student teachers. It is the professional responsibility of the supervisors to evaluate student teachers in terms of the characteristics and competencies desired in a beginning teacher. This task must be satisfactorily accomplished so that grades may be given and credit granted in order that each student teacher can understand what the quality of his teaching ability is as judged by more experienced teachers.

Summary

From the outset, the problem in this study has involved the determination of sound criteria and the development of an evaluative instrument with which to judge the effectiveness of the student teaching phase of business teacher preparation as commonly conducted in teacher education institutions. Perhaps the most significant element in the procedure in completing this study is that involving the isolation and substantiation of basic principles of student

teaching upon which the development of evaluative criteria might be based. It is in this chapter that an attempt has been made to accomplish this task.

Fourteen fundamental principles have been presented, substantiated, and verified through numerous references to work done by authorities in the field. The presentations regarding each of the 14 principles constitute substantial sections in this relatively voluminous chapter. Principles have been presented in sequence as they relate to the most significant phases of student teaching. The most significant phases of student teaching, pointed up as subheads of the various sections, are: (1) objectives of student teaching, (2) organization and administration of student teaching, (3) selection of student teaching stations, (4) selection and orientation of student teachers, (5) content of student teaching, (6) supervision of student teaching, and (7) evaluation of student teachers.

Chapter IV presents information concerning the methods and specific techniques utilized in the development of evaluative criteria for measuring the effectiveness of student teaching in business teacher preparation. Chapter V constitutes the evaluative document recommended by this author for use in actually making valued judgments concerning the effectiveness of student teaching for prospective business teachers in individual institutions.

CHAPTER IV

DEVELOPMENTAL PROCEDURE FOR ESTABLISHING EVALUATIVE CRITERIA RELATIVE TO STUDENT TEACHING IN BUSINESS EDUCATION

In recent years, added emphasis has been given by professional educators to the problems involved in improving over-all patterns for the preparation of prospective teachers in all subject-matter areas and at all educational levels. Professional associations have shown in their publications a definite concern for increasing the effectiveness of all phases, including student teaching, of the preparation of prospective teachers. In efforts toward improvement, certain associations have appointed committees to study one or more of the many phases of teacher preparation such as recruitment, selection and retention, instruction, and placement. Continuous evaluation correlated with other constructive action has been the pattern used by professional personnel in developing teacher preparation programs to their present high levels. Even though many of these evaluative procedures have been subjective in nature, progress has been made because of the intense desire for improvement exhibited by those working in the area of preparation of prospective teachers.

The American Association of Colleges for Teacher Education developed and published in 1948 a comprehensive set of standards to be used in evaluating laboratory experiences in all courses in teacher education programs. This association, perhaps exerting more influence than any other, in 1951 published evaluative criteria, based on the 1948 standards, to be used in evaluating a total teacher preparation program. Evaluative guides as published by the Association proved to be too general to be used for effective evaluation in all areas of teacher preparation. The Association, then, authorized and encouraged each of the special areas, represented within its membership, to develop its own evaluative guides for programs of teacher preparation in that particular area.

The action indicated above resulted in the formulation of an evaluative guide for business education programs and facilities. This guide was prepared and published by the National Association for Business Teacher Education as its Bulletin Number 62 entitled: Evaluative Criteria in Business Education. In this study the author has attempted to go one logical step further in the process of evaluating specific aspects of business teacher preparation programs. The result was preparation of an evaluative instrument for use in determining the effectiveness of student teaching programs as a part of the preparation of prospective business teachers. The evaluative instrument constitutes Chapter V of this research report.

The purpose of the construction of the instrument was to enable individuals in business teacher education institutions to make detailed analyses of their student teaching programs in business education and to obtain the information necessary to make valued judgments regarding aspects of student teaching in business education that should be changed or revised to bring about improvement. This is especially pertinent in view of the situation facing most colleges and universities today and in the immediate future with the great influx in student enrolments. More and more students are enrolling in business teacher preparation programs, and in order for them to receive the individual attention that they need, the most effective and efficient programs possible must prevail.

General Methods Involved in Establishing Criteria

In this study, the developmental procedure used is similar to the one followed by the American Association of Colleges for Teacher Education as it endeavored to establish fundamental principles for evaluation. The first step here involved comprehensive study of all available literature as 14 basic principles were isolated and defined in terms of their application to student teaching in general. In the preceding chapter of this research report, all of the information relating to the isolation and definition of principles is presented. Chapter III, then, actually constitutes fulfillment of all of the procedural elements important to the first

step in the development of evaluative criteria in this investigation.

To expedite the presentation of criteria by which student teaching might be evaluated as a part of business teacher preparation, it was necessary to classify the 14 basic principles in terms of the major aspects of student teaching. This constituted the second step in the over-all developmental procedure. For the purposes of this study, and as presented in Chapter III, the major aspects of student teaching were determined to be seven: (1) objectives of student teaching, (2) organization and administration of student teaching, (3) selection of student teaching stations, (4) selection and orientation of student teachers, (5) content of student teaching, (6) supervision of student teaching, and (7) evaluation of student teachers. The seven major aspects of student teaching utilized here are those that are emphasized in the educational literature pertaining to the topic. The terminology may differ in some respects and authorities tend to differ in the number of aspects they believe to be important. However, regardless of terminology used or the specific number of aspects stated, there is substantial accord on the over-all elements included.

With the basic principles established and appropriately classified, it was possible to embark upon the third step of the developmental procedure. Schedules were developed for the evaluation of the seven major aspects of student

teaching as they exist in business teacher preparation. In each of the seven cases, a schedule was prepared in which the fundamental principle (or principles) applying was reiterated, a rating scale was set forth, numerous criteria guide statements were provided in a manner permitting checking in appropriate columns, and space was provided for composite valued judgments to be rendered. In preparing the schedules, reference was made frequently to the extensive amount of resource material available. Textbooks on teacher education, association reports, and even specific evaluative instruments such as those developed by the National Association for Business Teacher Education were relied upon for ideas appropriate for use in this study. In no case was complete information available regarding any one of the seven major aspects of student teaching, and seldom was material directly applicable to business teacher preparation. However, with one or more ideas gleaned from each of the many resource materials it was possible to construct complete schedules deemed adequate to fulfill the purposes of this investigation.

In the next section of this chapter information is presented relative to the manner in which the development of evaluation schedules for student teaching in business education was accomplished. Each of seven specific evaluation schedules was designed and prepared in accordance with the stated procedures and techniques.

Explanation of Evaluation Schedules for Student Teaching in Business Education

The effectiveness of a program of student teaching for prospective teachers of business subjects is in a large measure dependent upon the extent to which the circumstances surrounding student teaching in the particular teacher education institution conform to the 14 basic principles established in Chapter III. The effectiveness of a particular student teaching program in business education is generally of most concern to the individuals directly responsible for it. This means that in most institutions the persons utilizing evaluative criteria, or forming opinions by other means, are: the director of teacher education, the director of student teaching, the college supervisor of student teaching in business subjects, and the prospective business (student) teacher.

If responsibility for the granting of college credit in student teaching is centered in a college or department of education, the professional staff of that college or department is concerned, even though their primary duties involve phases of the total teacher preparation pattern apart from business education. Of course, the cooperating teacher of business subjects and the administrator in the secondary school are interested in the extent to which student teaching is effective in the business teaching station they provide. It is apparent that concern for student

teaching in business teacher preparation, and interest in evaluation of it, is generally great on the part of certain individuals and only incidental on the part of others.

It is the belief of the author that the professional people in teacher education institutions, whether directly or indirectly involved in the preparation of business teachers, have sufficient experience and professional backgrounds to enable them to reach educationally sound judgments as they develop and evaluate their programs in student teaching. However, there is evidence that indicates without question the need for specific guides and evaluative schedules for use in evaluating current and future programs of student teaching as a part of the preparation of business teachers. It is with the development of such evaluative schedules that the author is concerned here.

To develop evaluative schedules and criteria which might conceivably have bearing upon every minute detail regarding student teaching would be an unsurmountable task. It would mean than an infinite number of questions or guide statements would be mandatory. The intent of this study is not to present schedules that are completely comprehensive. It is, however, the intent and purpose of this study to prepare evaluative schedules that will serve to guide adequately an evaluator in arriving at his own conclusions concerning the seven significant aspects of student teaching. It is anticipated that an evaluation of student teaching as a part

of the preparation of business teachers, within the general setting established by the seven aspects, can be accomplished by means of the criteria developed in this study. It is assumed that on the basis of the procedure outlined here that individuals will be enabled to reach largely subjective, but wholly adequate, decisions relative to the effectiveness of their programs.

Caution was deliberately exercised in the presentation of the 14 basic principles in Chapter III to refrain from arbitrarily assigning relative merit to the various principles. Likewise, as the 14 principles were categorized into seven significant aspects, no comparative ranking of the aspects occurred. Thus, each fundamental principle and each significant aspect must be adequately dealt with independently of other principles or aspects for evaluation to be appropriately done. With the same point of view in mind, no single item or guide statement in the evaluative instrument designed for this study is set up as more important or given more weight than another item.

Significant specific criteria have been designed for the evaluator to rate appropriately as they apply to the student teaching program he is evaluating. By studying the program and rating each criterion item listed, the evaluator is enabled to reach broad conclusions concerning each of the seven aspects of student teaching. It is the composite ratings or judgments formed relative to each of the seven

aspects that are most important in the evaluation process. Again, however, no one composite rating takes on greater meaning than another, but each is important to the evaluator as he reaches ultimately one basic decision--the student teaching program in business education is or is not as effective as it should be.

The technique for the utilization of the criteria and schedules developed in this study includes personal observation, analysis of student records, examination of student teaching handbooks and other published material, conferences with faculty members and students, and consultations with teachers and administrators in cooperating schools. It should be obvious that all criteria will not apply in all business teacher education institutions. This is one of the many factors taken into consideration in the establishment of subjective rather than purely objective analysis and evaluation. In those cases where an element in student teaching is inadequate or unfavorable, an explanation may be required. This is also true when a criterion does not apply in a particular case. Explanations or comments at the end of an evaluation schedule may be desirable if a decided weakness in one area is at least partially compensated for by an exceptional strength in another. Analysis or evaluation thus tends to be based upon the reasoned judgment of the individual or individuals concerned with the effectiveness of student teaching.

If the evaluative instrument presented in this study is utilized for accreditation or other similar purpose, the ratings for each of the seven aspects of student teaching in business education should be accumulated and resolved into one composite evaluation. On the basis of the single composite evaluation, accreditation might be granted or denied. However, it should be noted that ratings on each specific criterion, on each composite rating of the seven aspects, and the accumulative final judgment, all have value to persons immediately involved with a particular student teaching program in business education. It is in the follow-up action after evaluation is accomplished that improvements are made. It is on the basis of the evaluation that decisions can be reached as to what the follow-up action shall be. Evaluation of student teaching as a part of the preparation of business teachers should, for whatever purpose it was originally planned, constitute a strong stimulus to self-improvment on the part of the individuals and the program involved.

The procedure to be followed in appropriately utilizing the evaluative instrument presented in this study requires sufficient study, analysis, and interpretation of student teaching to enable the evaluator to record responses to each of the guide statements in the seven schedules. It is possible, however, that certain of the criteria will not be applicable in a particular business education situation. A comprehensive analysis of the responses of the evaluator must

be made and a composite rating given for each of the seven aspects of student teaching. To assist in interpretation of the status of student teaching in business education, the rating of each criterion and the composite rating for each schedule is facilitated through use of the following rating classifications:

O -- Item is not present in student teaching in business education.
N -- No opinion or no basis for a judgment.
1 -- All or nearly all aspects unsatisfactory.
2 -- More aspects unsatisfactory than satisfactory.
3 -- More aspects satisfactory than unsatisfactory.
4 -- Most aspects satisfactory.
5 -- Nearly all or all aspects satisfactory.

It should be noted that composite ratings for the seven aspects of student teaching should be amplified, briefly setting forth the evaluator's reasons for the ratings given. Especially when ratings are either extremely high or low, these comments will be required if the student teaching program in business education is to be continued at its high level or if improvements are to be made in areas where ratings are low.

Summary

For a number of years genuine concern has been shown regarding the need for effective guides to be used in evaluating the many phases of programs for the preparation of prospective business teachers. Until the present time, the most important single contribution has been Bulletin Number 62 of the National Association for Business Teacher Education. In this chapter, an explanation has been given of the over-all

developmental methods and techniques used in this study as evaluative schedules for each of seven major aspects of student teaching in business education were prepared. Also, the techniques recommended in the use of this evaluative instrument are described.

In Chapter V, which follows immediately, the actual document developed as the significant outcome of this research investigation is presented. Entitled, "Evaluative Criteria for Student Teaching in Business Education," the document constitutes, in the opinion of the author, an adequate evaluative instrument for determining the effectiveness of programs of student teaching as offered for prospective business teachers.

CHAPTER V

CRITERIA FOR EVALUATION OF STUDENT TEACHING IN BUSINESS EDUCATION

The purpose of this research project has been to develop evaluative criteria useful in determining the extent to which the student teaching phase of business teacher preparation is effective. At no time has there been an assumption that the evaluative criteria should be utilized in one particular way or in any peculiar circumstances. Instead, the presumption has existed that use of the evaluative criteria might well range from analysis of student teaching by the chairman of a department of business education, through general self-evaluation by a group of persons concerned with student teaching, to perhaps inspection activities by an organization such as an accrediting agency.

Since the actual uses to which the evaluative criteria may be put are at this time undetermined, no attempt is made in this study to prescribe specific procedures or organizational patterns for any of the various possible sets of circumstances. The criteria developed in this study are presented here in separate schedules for the seven major

aspects of student teaching. This procedure was deemed necessary regardless of how the evaluative criteria might be used. It is recognized that if the criteria are to be used in a broad evaluation, such as that involved in the accreditation of the total program of teacher education, the seven schedules would constitute only one section of a larger document.

Of importance, and this cannot be emphasized too much, is the intent that the criteria presented here should constitute guides to evaluation. It must be recognized that additional criteria may and probably should be involved in measuring the effectiveness of a program of student teaching. The stated criteria should cause an evaluator to seek information relative to many minute details implied in the statements. Furthermore, the statements provided should cause the evaluator to think of additional items concerning which he will want to satisfy himself as he completes the evaluation process. It is apparent that no single set of evaluative criteria can conceivably deal with all of the pertinent elements in any particular student teaching situation.

In the pages that follow, guiding principles, explanations of rating scales, and specific criteria are combined to form evaluative schedules for each of the seven major aspects of student teaching. The seven schedules constitute relatively concise and convenient to use, yet fully adequate, devices for the measurement of the effectiveness of student teaching as a phase of business teacher preparation.

CRITERIA FOR EVALUATION

of

STUDENT TEACHING IN BUSINESS EDUCATION

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Schedule I

Objectives of Student Teaching in Business Teacher Preparation

Guide Principle A: The student teaching program should be predicated on valid and achievable objectives adequately interpreted to all personnel in the program.

Guide Principle B: The objectives of student teaching should encompass all of the essential elements required to enable a prospective teacher to appropriately identify himself with educational endeavor and to assume and develop in the role of a teacher.

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Explanation of Columnar Headings:

O -- Item is not present in student teaching program in business education.
N -- No opinion or no basis for judgment.
1 -- All or nearly all aspects unsatisfactory.
2 -- More aspects unsatisfactory than satisfactory.
3 -- More aspects satisfactory than unsatisfactory.
4 -- Most aspects satisfactory.
5 -- Nearly all or all aspects satisfactory.

The above progressive scale can be used to rate the criteria below. Place an (x) in the column which indicates the judgment of the person(s) making the evaluation

Specific Criteria Pertinent to Objectives of Student Teaching in Business Teacher Preparation	O	N	1	2	3	4	5
1. The current objectives were developed through cooperative action involving:							
a. Professional personnel in the teacher education institutions.....							
b. Appropriate personnel representing cooperating schools in which student teaching stations exist.....							
c. Recent graduates who gained experience in student teaching.....							
2. The objectives are periodically re-evaluated in terms of:							
a. Past experience.....							
b. Business education research findings..							
c. Opinions of authorities in the field..							

Schedule I, Page 2

Specific Criteria Pertinent to Objectives of Student Teaching in Business Teacher Preparation	0	N	1	2	3	4	5
d. Actual practice in the institution....							
e. Changing needs of student teachers....							
f. Changes in circumstances in the cooperating schools.....							
3. There is evidence that objectives have been modified as a result of re-evaluation procedures.....							
4. The objectives are available in written form which is understandable to all concerned with them.....							
5. The objectives are stated in terms of achievable standards relating directly to the competencies of beginning business teachers.....							
6. The objectives reflect appropriate emphasis on:							
a. Development of personal traits desired in business teachers.....							
b. Understanding of human relationships in teaching.....							
c. Development of ability to critically appraise and evaluate one's own teaching.....							
d. Refinement of educational concepts through teaching experience.....							
7. The basic philosophy of business teacher preparation in the teacher education institution is exemplified in the stated objectives.....							
8. The objectives are adequately interpreted to all personnel either directly or indirectly concerned.....							
9. General requirements and standards implied in the objectives are realistic in comparison with the over-all preparation of a beginning business teacher.....							

Schedule I, page 3

Specific Criteria Pertinent to Objectives of Student Teaching in Business Teacher Preparation	O	N	1	2	3	4	5
10. The stated objectives tend to cause students to assume a constructive attitude toward student teaching.....							

General or Specific Comments:

Schedule I, Page 4

Composite Rating of Criteria Relative to Objectives of Student Teaching in Business Teacher Preparation

(This rating should indicate the extent to which the objectives are appropriate and appear to be achieved through the student teaching program for prospective business teachers.)

Composite Rating:

Excellent	_____
Good	_____
Average	_____
Below Average	_____
Very Inferior	_____

Explanatory comments conducive to full understanding of the composite rating given above:

Schedule II

Organization and Administration of Student Teaching in Business Teacher Preparation

Guide Principle A: Basic policies and procedures should be specifically formulated to expedite the organization and administration of a program of student teaching that will make the most effective use of personnel and facilities.

Guide Principle B: The student teaching program should be organized and administered so that authority is clearly defined, responsibility is properly channeled, and communication is effective.

- -

Explanation of Columnar Headings:

0 -- Item is not present in student teaching program in business education.
N -- No opinion or no basis for judgment.
1 -- All or nearly all aspects unsatisfactory.
2 -- More aspects unsatisfactory than satisfactory.
3 -- More aspects satisfactory than unsatisfactory.
4 -- Most aspects satisfactory.
5 -- Nearly all or all aspects satisfactory.

The above progressive scale can be used to rate the criteria below. Place an (x) in the column which indicates the judgment of the person(s) making the evaluation

Specific Criteria Pertinent to Organization and Administration of Student Teaching in Business Teacher Preparation	0	N	1	2	3	4	5
1. Administrative policies and procedures have been developed with the advice and aid of:							
a. Various teacher education faculty members.....							
b. Business teachers in cooperating schools.....							
c. Administrators in cooperating schools.							
2. Organization is such that each facet of the program is fully expedited.....							
3. The organization fits appropriately into the framework of the total program of business teacher preparation.....							

Schedule II, Page 2

Specific Criteria Pertinent to Organization and Administration of Student Teaching in Business Teacher Preparation	0	N	1	2	3	4	5
4. Basic policies and procedures are developed in a democratic atmosphere and with unity of purpose.....							
5. The organization and administrative patterns evidence genuine concern for:							
a. Academic growth of pupils taught by student teachers.....							
b. Competencies developed in student teachers.....							
c. In-service improvement of cooperating teachers.....							
d. Over-all improvement in the circumstances surrounding student teaching in business education.....							
6. Basic policies are formulated in writing and made available to all concerned with business teacher preparation.....							
7. Authority and responsibilities are clearly defined and properly channeled...							
8. Communication is effective in all phases of student teaching in business subjects.							
9. Basic policies are continually reviewed and re-interpreted by those persons responsible for them.....							
10. Administration is conducive to experimentation and innovations are encouraged....							
11. The organization and administration are sufficiently flexible for improvements to be made readily.....							

General or Specific Comments:

Schedule II, Page 3

Composite Rating of Criteria Relative to Organization and Administration of Student Teaching in Business Teacher Preparation

(This rating should indicate the extent to which the organization and administration provided is conducive to effective student teaching in business education. It should reflect the appropriateness of granting college credit for satisfactory completion of the program.)

Composite Rating: Excellent _____

Good _____

Average _____

Below Average _____

Very Inferior _____

Explanatory comments conducive to full understanding of the composite rating given above:

Schedule III

Selection of Student Teaching Stations in Business Teacher Preparation

Guide Principle A: Student teaching stations should be established in circumstances involving appropriate school and community characteristics, sound educational leadership, and superior instruction.

Guide Principle B: Student teachers should be assigned to teaching stations in which they will be provided with adequate opportunities to gain experience in classroom teaching, directing of extra-class activities, engaging in professional activities, and other activities in human relations.

- -

Explanation of Columnar Headings:

0 -- Item is not present in student teaching program in business education.
N -- No opinion or no basis for judgment.
1 -- All or nearly all aspects unsatisfactory.
2 -- More aspects unsatisfactory than satisfactory.
3 -- More aspects satisfactory than unsatisfactory.
4 -- Most aspects satisfactory.
5 -- Nearly all or all aspects satisfactory.

The above progressive scale can be used to rate the criteria below. Place an (x) in the column which indicates the judgment of the person(s) making the evaluation.

Specific Criteria Pertinent to Selection of Student Teaching Stations in Business Teacher Preparation	0	N	1	2	3	4	5
1. The general characteristics of the cooperating schools and communities in which they are located are such that:							
a. Citizens evidence interest in dynamic school programs and take constructive action for continuous improvement.....							
b. The communities provide opportunities for business employment, thus justifying the current offerings of relatively numerous basic and job-preparatory business subjects.....							
c. The schools are conveniently located and readily accessible to student teachers and supervising personnel....							

Schedule III, Page 2

Specific Criteria Pertinent to Selection of Student Teaching Stations in Business Teacher Preparation	0	N	1	2	3	4	5
d. The school plants are adequate in terms of space, business equipment, and other facilities for the scheduled business offerings.....							
e. The student-bodies are heterogeneous with varying abilities, socio-economic backgrounds, and vocational interests.							
2. The circumstances surrounding student teaching are conducive to good business teacher preparation, in that:							
a. The atmosphere that engulfs each total school operation is professional.....							
b. Sound educational leadership functions to facilitate and enhance opportunities for achievement of the goals of education for business.....							
c. The philosophies of education for business are compatible with the ones prevailing in the college.....							
d. School personnel are willing and capable of accepting the responsibilities associated with providing facilities for student teaching in business subjects.....							
3. The business curriculums in the cooperating schools appropriately provide for:							
a. The offering of instruction in basic business education.....							
b. Preparation for work in general clerical positions.....							
c. Preparation for work in distributive positions.....							
d. Preparation for work in secretarial positions.....							
e. Preparation for the operation of one's own business.....							
f. Constant review and extension of students' abilities in fundamentals.....							
g. Constant development of desirable work habits, personality traits, and character traits.....							

Schedule III, Page 3

Specific Criteria Pertinent to Selection of Student Teaching Stations in Business Teacher Preparation	0	N	1	2	3	4	5
4. The cooperating business teachers are "master" teachers who:							
a. Enthusiastically work with student teachers because they believe that the activity enables them, as mature teachers, to gain greater competence and status.....							
b. Utilize experimental methods and procedures, occasionally introduce innovations in their teaching, and engage in self-evaluation in the regular performance of their duties.....							
c. Exhibit confidence and are at ease when other persons observe and evaluate their classroom teaching.....							
d. Enjoy teaching basic business and skill subjects and understand how to impart similar feelings about working with youngsters to the student teachers.....							
e. Understand the importance of constructive and positive attitudes in working with student teachers.....							
f. Have engaged in graduate study, workshop activities, and business work experience to supplement their undergraduate preparation for teaching.....							
g. Possess personal and character traits which student teachers want to imitate.....							
5. Arrangements between the college and the cooperating schools are such that student teachers in business education are:							
a. Proffered full status as teachers of certain classes.....							
b. Assigned so that only one student teacher is involved with a cooperating teacher at any particular time..							
c. Adequate opportunities for conferences with cooperating teachers and other activities required to meet their individual needs.....							

Schedule III, Page 4

Specific Criteria Pertinent to Selection of Student Teaching Stations in Business Teacher Preparation	0	N	1	2	3	4	5
d. Afforded opportunities for contacts with parents of the pupils they teach.....							
e. Readily enabled to effect changes in their student teaching programs when genuine hardship situations develop.....							
6. Specific assignments to student teaching stations ensure that prospective business teachers will:							
a. Gain extensive amounts of experience in actually teaching both basic business and business skill subjects.....							
b. Be provided with opportunities to observe, participate in, and even direct extra-class activities of business pupils.....							
c. Engage in professional activities with other teachers, administrators, and educational organizations.....							
d. Develop ability to perform well in all kinds of educational activities involving elements of human relations.....							
7. Basic policies for the selection of business teaching stations, as well as the effectiveness of those stations are frequently re-evaluated by persons directly responsible for business teacher preparation.....							

General or Specific Comments:

Schedule III, Page 5

Composite Rating of Criteria Relative to the Selection of Student Teaching Stations in Business Teacher Preparation

(This rating should indicate the extent to which the teacher education institution endeavors to utilize business teaching stations only in cooperating schools where the students are afforded complete student teaching opportunities commensurate with the academic credit granted for their work and the cost to them in time, effort, and money.)

Composite Rating:

Excellent	_____
Good	_____
Average	_____
Below Average	_____
Very Inferior	_____

Explanatory comments conducive to full understanding of the composite rating given above:

Schedule IV

Selection and Orientation of Student Teachers in Business Teacher Preparation

Guide Principle A: Individuals should be admitted to student teaching only when they possess desirable personal characteristics and have demonstrated proficiency in academic and professional elements commonly associated with teaching readiness.

Guide Principle B: The orientation phase of student teaching should facilitate understanding of existing responsibility and authority relationships and the general factors involved in professional growth by means of "apprentice" teaching experiences.

- -

Explanation of Columnar Headings:

0 -- Item is not present in student teaching program in business education.
N -- No opinion or no basis for judgment.
1 -- All or nearly all aspects unsatisfactory.
2 -- More aspects unsatisfactory than satisfactory.
3 -- More aspects satisfactory than unsatisfactory.
4 -- Most aspects satisfactory.
5 -- Nearly all or all aspects satisfactory.

The above progressive scale can be used to rate the criteria below. Place an (x) in the column which indicates the judgment of the person(s) making the evaluation.

Specific Criteria Pertinent to Selection and Orientation of Student Teachers in Business Teacher Preparation	0	N	1	2	3	4	5
1. Recruitment, selection, and retention procedures practiced during the years students are in college prior to the time of student teaching, tend to ensure the best possible candidates for student teaching in business education...							
2. To facilitate orientation, as much specific material as possible is formalized and made available to student teachers and cooperating business teachers.....							

Schedule IV, Page 2

Specific Criteria Pertinent to Selection and Orientation of Student Teachers in Business Teacher Preparation	0	N	1	2	3	4	5
3. Candidates for student teaching in business education are required in appropriate ways to demonstrate readiness for teaching in terms of:							
a. Extensive general knowledge commonly associated with the preparation of business teachers.....							
b. Adequate knowledge of economics and other phases of basic business information.....							
c. Proficiency in the business skills which they have elected to teach.....							
d. Knowledge of subject-matter in the area of professional education essential in planning and directing the learning activities of pupils.....							
e. Competence in the professional education techniques appropriate to the teaching of business subjects.....							
4. Candidates for student teaching in business education are screened by professional personnel to determine:							
a. The extent to which they possess essential personal characteristics....							
b. The extent to which they possess desirable general and business concepts and attitudes.....							
c. The nature of deficiencies for which adjustments must be made in student teaching, or which necessitate their discontinuance of preparation for business teaching.....							
5. By means of on-campus activities and procedures prior to initial contacts with cooperating schools, students are oriented as to:							
a. How their work in the student teaching program will be evaluated....							
b. The time and study requirements involved for successful completion of the course and receiving of college credit.....							

Schedule IV, Page 3

Specific Criteria Pertinent to Selection and Orientation of Student Teachers in Business Teacher Preparation	0	N	1	2	3	4	5
c. The customs, educational needs, and interests to be encountered in various communities.....							
d. The administrative procedures and regulations that will control their performance in the cooperating schools.....							
e. Their dual role--business student while on campus and business teacher while at the cooperating school.....							
6. Upon initial contact with the administrators and cooperating business teachers at the cooperating schools, student teachers are, as rapidly as possible, oriented regarding:							
a. Relationships that will govern their activities with pupils in the business departments.....							
b. Facilities available to them as business teachers.....							
c. Scheduled activities of the business departments.....							
d. Information concerning pupils with whom they will work.....							
e. Specific responsibilities they should assume.....							
7. Basic procedures and techniques for the selection and orientation of student teachers in business education are frequently re-evaluated to ensure their effectiveness.....							

General or Specific Comments:

Schedule IV, Page 4

Composite Rating of Criteria Relative to the Selection and Orientation of Student Teachers in Business Teacher Preparation

(This rating should indicate the extent to which individuals are admitted to student teaching only after they have demonstrated readiness for the teaching of business subjects. Further, it should reflect the extent to which orientation is appropriately accomplished.)

Composite Rating:

Excellent	_____
Good	_____
Average	_____
Below Average	_____
Very Inferior	_____

Explanatory comments conducive to full understanding of the composite rating given above:

Schedule V

Content of Student Teaching in Business Teacher Preparation

Guide Principle: The content of student teaching should be such that student teachers are required to: (1) formulate specific lesson plans, select or prepare teaching materials, and utilize teaching aids, as they direct and evaluate the learning activities of pupils; (2) actively participate in guidance, counseling, and the sponsorship of organized pupil activities apart from classroom instruction; and (3) enter into professional relationships with teachers, administrators, and parents.

- -

Explanation of Columnar Headings:

0 -- Item is not present in student teaching program in business education.
N -- No opinion or no basis for judgment.
1 -- All or nearly all aspects unsatisfactory.
2 -- More aspects unsatisfactory than satisfactory.
3 -- More aspects satisfactory than unsatisfactory.
4 -- Most aspects satisfactory.
5 -- Nearly all or all aspects satisfactory.

The above progressive scale can be used to rate the criteria below. Place an (x) in the column which indicates the judgment of the person(s) making the evaluation.

Specific Criteria Pertinent to Content of Student Teaching in Business Teacher Preparation	0	N	1	2	3	4	5
In the early stages of student teaching:							
1. Student teachers are informed by cooperating teachers about what is expected to be accomplished by pupils:							
a. In terms of manipulative skills such as typewriting and shorthand.....							
b. In terms of production ability in subjects such as typewriting, bookkeeping, and office machines.....							
c. In terms of information and concepts in all business subjects.....							
d. In terms of personality development and use of fundamentals.....							

Schedule V, Page 2

Specific Criteria Pertinent to Content of Student Teaching in Business Teacher Preparation	O	N	1	2	3	4	5
2. Student teachers are provided with opportunities to observe cooperating teachers as the:							
a. Handle routine matters in classes.....							
b. Demonstrate business skill techniques to pupils.....							
c. Offer individual instruction and supervise laboratory activities.....							
3. Student teachers are aided in various additional ways to move readily into their roles as business teachers.....							
<u>Preliminary to first actual teaching</u>:							
1. Student teachers are aided in the formulation of unit and lesson plans for:							
a. Development of manipulative abilities in such subjects as: typewriting, shorthand, transcription, and office machines.....							
b. Development of production skills in advanced phases of various job-preparatory subjects.....							
c. Development of problem-solving situations in bookkeeping, general business, consumer problems, and other business information subjects.....							
2. Student teachers are informed regarding:							
a. Adopted textbooks, teachers' manuals, workbooks, and published tests.....							
b. Business forms and other instructional materials available in the community..							
c. Free and inexpensive instructional materials available to business teachers from many sources.....							
d. Bulletin boards, projection facilities and other supplementary aids they should feel free to use.....							
e. Availability of the <u>Balance Sheet</u>, <u>Business Teacher</u>, <u>Business Educator</u>, and other free materials from publishers of business textbooks.....							

Schedule V, Page 3

Specific Criteria Pertinent to Content of Student Teaching in Business Teacher Preparation	O	N	1	2	3	4	5
3. Student teachers are enabled to gain experience in selecting and preparing teaching materials to be used for such purposes as:							
a. Typewriting demonstrations.....							
b. Dictating in shorthand classes.....							
c. Explaining and working problems in bookkeeping.....							
d. Directing problem-solving situations in basic business classes.....							
4. Student teachers are given assistance in handling discipline problems, dealing with individual differences, and preparing to give teaching demonstrations...							
<u>When primarily responsible for instruction</u>:							
1. Student teachers are required to:							
a. Submit lesson plans for the office service subjects they are to teach....							
b. Submit lesson plans for the basic business subjects they are to teach...							
c. Direct the learning activities of pupils in an effective manner.....							
d. Offer a large variety of learning activities to make provision for individual differences among pupils.....							
e. Manage all classroom organizational activities effectively.....							
f. Evaluate the effectiveness of pupil learning by administering published measuring devices.....							
g. Construct and administer their own measuring devices.....							
h. Engage in self-evaluation with the viewpoint of becoming a self-directed business teacher.....							
i. Keep pertinent records of achievement and progress of pupils such as: manipulative abilities in typewriting and shorthand, transcription, and office machines; information and concepts in each subject taught.....							

Schedule V, Page 4

Specific Criteria Pertinent to Content of Student Teaching in Business Teacher Preparation	0	N	1	2	3	4	5
j. Make periodic grade reports of pupil achievement.....							
2. Student teachers are given assistance in:							
a. Selecting and using various audio-visual aids.....							
b. Understanding and dealing appropriately with pupils who are frequently absent, have physical or mental handicaps, or have exceptional amounts of ability.....							
c. Understanding that competence of the student teacher is measured by the amount of learning gained by pupils...							
d. Correcting their weaknesses as business teachers.....							
e. Making the adjustments necessary between teaching job-preparatory subjects and basic business subjects.....							
<u>In out-of-class activities</u>:							
1. Student teachers are encouraged to assume responsibility in the sponsorship of Future Business Leaders of America Clubs.....							
2. Student teachers are expected to:							
a. Participate in homeroom activities....							
b. Refer to counselors all of the more difficult problems of students.....							
c. Engage in other types of guidance activities.....							
3. Student teachers are required to:							
a. Observe the teaching of other business teachers.....							
b. Observe the teaching of teachers in other areas.....							
c. Observe teachers as they direct extra-class activities.....							
d. Observe inter-action of teachers, administrators, and parents.....							

Schedule V, Page 5

Specific Criteria Pertinent to Content of Student Teaching in Business Teacher Preparation	0	N	1	2	3	4	5
4. Student teachers use their abilities for maximum development by:							
a. Participating in teacher-study groups, workshops, and other in-service activities.....							
b. Engaging in action research under the guidance of the cooperating business teachers.....							
c. Joining professional business education associations.....							
d. Reading current literature in business education publications.....							
e. Developing a comprehensive professional file of teaching ideas and materials for use in their first year of full-time teaching.....							
f. Demonstrating their interest in pupils by professional attitudes and expressions.....							

General or Specific Comments:

Schedule V, Page 6

Composite Rating of Criteria Relative to Content of Student Teaching in Business Teacher Preparation

(This rating should indicate the extent to which student teachers are subjected to engaging in learning and practice activities through which they may gain competence as beginning business teachers.)

Composite Rating:

Excellent	_____
Good	_____
Average	_____
Below Average	_____
Very Inferior	_____

Explanatory comments conducive to full understanding of the composite rating given above:

Schedule VI

Supervision of Student Teaching in Business Teacher Preparation

Guide Principle A: Supervision of student teaching by personnel in the teacher education institution should be of the nature and extent required to maintain appropriate academic standards on which the granting of college credit may be based.

Guide Principle B: Supervision of student teachers by personnel in the cooperating schools should facilitate maximum scholastic achievement among the pupils with whom the student teacher makes contact while at the same time enabling the student teacher himself to achieve teaching competence.

- -

Explanation of Columnar Headings:

0 -- Item is not present in student teaching program in business education.
N -- No opinion or no basis for judgment.
1 -- All or nearly all aspects unsatisfactory.
2 -- More aspects unsatisfactory than satisfactory.
3 -- More aspects satisfactory than unsatisfactory.
4 -- Most aspects satisfactory.
5 -- Nearly all or all aspects satisfactory.

The above progressive scale can be used to rate the criteria below. Place an (x) in the column which indicates the judgment of the person(s) making the evaluation.

Specific Criteria Pertinent to Supervision of Student Teaching in Business Teacher Preparation	0	N	1	2	3	4	5
1. Basic policies pertaining to supervision of student teaching in business education:							
a. Are formalized in writing to enable the college supervisor and cooperating teachers to emphasize similar factors in their supervisory activities.....							
b. Place primary responsibility for supervision of student teachers with the college supervisor in business education.....							

Schedule VI, Page 2

Specific Criteria Pertinent to Supervision of Student Teaching in Business Teacher Preparation	0	N	1	2	3	4	5
c. Clearly define the responsibilities of cooperating teachers and outline sound supervisory techniques for them to use.....							
d. Make clear the bases on which academic credit is granted and grades given.....							
e. Ensure the development of good working relationships between the college supervisor, cooperating teachers, and student teachers in business education.....							
2. The pattern of supervision is sufficiently comprehensive to ensure that student teachers are adequately aided and directed relative to:							
a. Selection and planning of the subject-matter to be taught.....							
b. Methods of teaching to be utilized....							
c. Evaluation of pupil achievement.....							
d. Understanding of pupil relationships..							
e. Relationships with other teachers.....							
f. Development of professional concepts..							
g. Community living.....							
3. Supervision is facilitated by the college supervisor in business education as he:							
a. Demonstrates genuine interest in the welfare and future success of each student teacher.....							
b. Becomes thoroughly familiar with the achievement of each student teacher...							
c. Holds frequent individual conferences with the student teachers.....							
d. Effects sound working relationships between the cooperating teachers and individual student teachers.....							
e. Conducts seminars for discussion of teaching problems common to most of the students in business education....							
f. Makes frequent visitations to the various business teaching stations....							

Schedule VI, Page 3

Specific Criteria Pertinent to Supervision of Student Teaching in Business Teacher Preparation	0	N	1	2	3	4	5
g. Prepares letters of recommendation after student teaching work is completed.....							
h. Encourages the better students to begin thinking about extending their competence through post-graduate study in business education.....							
i. Evaluates the work done by cooperating teachers and recommends that they be continued or discontinued in their capacities.....							
4. Supervision is facilitated by the cooperating teacher in business education as he:							
a. Guides and aids the work of the student at the teaching station.....							
b. Confers with each student regarding evident strengths and weaknesses.....							
c. Demonstrates good teaching and high professional standards in his work with pupils.....							
d. Suggests specific teaching procedures that are economical of the time, effort, and energy of pupils.....							
e. Encourages each student teacher to think for himself; to engage in creative activity.....							
f. Shares with student teachers the non-skill subjects as enthusiastically as subjects involving business skills....							
g. Informs the college supervisor of special problems encountered by students which merit his direct attention.....							
5. The administrator in the cooperating school evidences interest in student teachers and supervises their work with the same consideration as that provided regular full-time teachers.....							

Schedule VI, Page 4

Specific Criteria Pertinent to Supervision of Student Teaching in Business Teacher Preparation	0	N	1	2	3	4	5
6. Supervision policies and patterns in business education are subject to frequent re-evaluation and constructive improvement.....							

General or Specific Comments:

Schedule VI, Page 5

Composite Rating of Criteria Relative to Supervision of Student Teaching in Business Teacher Preparation

(This rating should indicate the extent to which, through close supervision, high academic standards are ensured in the work done by business student teachers and in the learning achieved by their business pupils.)

Composite Rating:

Excellent	_____
Good	_____
Average	_____
Below Average	_____
Very Inferior	_____

Explanatory comments conducive to full understanding of the composite rating given above:

Schedule VII

Evaluation of Student Teachers in Business Teacher Preparation

Guide Principle: Growth in teaching competence, the ultimate goal in student teaching, should be evaluated both subjectively and objectively in terms of the characteristics and competencies desired in a beginning teacher.

- -

Explanation of Columnar Headings:

0 -- Item is not present in student teaching program in business education.
N -- No opinion or no basis for judgment.
1 -- All or nearly all aspects unsatisfactory.
2 -- More aspects unsatisfactory than satisfactory.
3 -- More aspects satisfactory than unsatisfactory.
4 -- Most aspects satisfactory.
5 -- Nearly all or all aspects satisfactory.

The above progressive scale can be used to rate the criteria below. Place an (x) in the column which indicates the judgment of the person(s) making the evaluation.

Specific Criteria Pertinent to Evaluation of Student Teachers in Business Teacher Preparation	0	N	1	2	3	4	5
Basic Policies and Procedures:							
1. Practices and procedures relative to evaluation of student teachers are:							
a. Formalized in writing and distributed to all persons involved in the program in business education.....							
b. Developed cooperatively by those having responsibilities in the program and interpreted fully.....							
c. Designed to place full responsibility for evaluation and grading on the college supervisor in business education.							
d. Designed to enable the college supervisor to utilize aid from cooperating teachers and student teachers themselves as he establishes grades.....							
e. Designed to cause student teachers to constantly engage in self-evaluation..							

Schedule VII, Page 2

Specific Criteria Pertinent to Evaluation of Student Teachers in Business Teacher Preparation	0	N	1	2	3	4	5
f. Subjected to frequent re-evaluation to ensure proper functioning.....							
2. Evaluation of student teachers is made effective through the use of:							
a. Appropriate rating scales developed exclusively for use in business education.....							
b. Conference procedures by the college supervisor and cooperating teachers...							
c. Development of check-lists of the competencies of beginning business teachers which can be used in rating student teachers and in self-evaluation by them.....							
d. Comparisons of work done by individual student teachers with what is expected of beginning teachers rather than by comparing one student with another.....							
<u>Specific Elements in Evaluation</u>:[1]							
1. Competence of the student teacher is evaluated as he accomplishes selection and planning of subject matter to be taught by:							
a. Developing clear concepts of the objectives of the subjects with the aid of his pupils.....							
b. Utilizing a variety of instructional materials.....							
c. Drawing subject matter from local business sources.....							
d. Presenting information on a level compatible with the experiences of his pupils.....							

[1]Gerald A. Porter, "Evaluating the Competency of a Business Teacher," <u>The National Business Education Quarterly</u>, XXIV, No. 4 (Summer, 1956), pp. 16-19. (This article is the basis for the seven elements in competence pointed up here.)

Schedule VII, Page 3

Specific Criteria Pertinent to Evaluation of Student Teachers in Business Teacher Preparation	0	N	1	2	3	4	5
e. Continually aiding pupils in enriching their vocabularies.....							
f. Attempting to develop proper attitudes as well as business skills.....							
g. Providing adequate opportunities for problem solving.....							
h. Exhibiting enthusiasm about the subjects he teaches.....							
2. Competence of the student teacher is evaluated as he demonstrates specific methods of teaching through:							
a. Emphasizing the problem-solving approach to instruction with group activities and projects.....							
b. Making efficient use of all available class time.....							
c. Utilizing audio-visual aids to supplement basic instructional materials.							
d. Providing for individual differences within each class.....							
e. Encouraging participation and relating instruction to the personal experiences of his pupils.....							
f. Providing for constant informal review.....							
g. Demonstrating an absence of tension in the classroom.....							
h. Demonstrating complete knowledge of and using business forms and papers correctly.....							
3. Competence of the student teacher is evaluated as he measures pupil achievement through:							
a. Demonstrating a sound philosophy relative to measurement of business skills and concepts.....							
b. Utilizing both objective and subjective techniques of measurement in proper proportion.....							

Schedule VII, Page 4

Specific Criteria Pertinent to Evaluation of Student Teachers in Business Teacher Preparation	0	N	1	2	3	4	5
c. Demonstrating clear understanding of vocational and non-vocational business competencies required of individuals.....							
d. Avoiding arbitrary interpreting of the results of measurement.....							
e. Utilizing measurement techniques for diagnostic purposes.....							
f. Constantly attempting to measure and interpret the personality factors related to success in business activities.....							
4. Competence of the student teacher is evaluated as he develops cordial relationships with his pupils through:							
a. Respecting the integrity and confidence of pupils.....							
b. Maintaining impartiality in every way possible.....							
c. Demonstrating an awareness of the standards of behavior of pupils.....							
d. Finding something to praise in every pupil.....							
e. Promoting club and other extra-class activities.....							
f. Continually striving to find at least one area in which the untalented pupil can excel.....							
g. Causing pupils to reflect his own optimistic spirit.....							
5. Competence of the student teacher is evaluated as demonstrated in relationships with fellow teachers and administrators through:							
a. Participation with enthusiasm, voicing criticism only in a constructive manner and through proper channels....							
b. Not exhibiting susceptibility to "hurtfeelingitis".....							
c. Willingness to ask and take advice from supervisors.....							

Schedule VII, Page 5

Specific Criteria Pertinent to Evaluation of Student Teaching in Business Teacher Preparation	0	N	1	2	3	4	5
d. Willingness to work with others as a mature adult in situations involving differences of opinion.....							
e. Enthusiastically doing his part in planning extra-class activities.....							
f. Exhibiting characteristics of a "more seasoned" teacher as he helps other student teachers with their difficulties.....							
6. Competence of the student teacher is evaluated as he evidences continuous professional development through:							
a. Demonstrating self-criticism and a desire for self-improvement.....							
b. Frequently evidencing interest in learning things which he is not required to learn.....							
c. Attending faculty meetings, PTA meetings, and conventions even though using up some of his "free" time.....							
d. Not indicating criticism of school situations which apparently cannot be remedied.....							
e. Willignness to exhibit some leadership in business education groups or in other types of meetings.....							
7. Competence of the student teacher is evaluated as he adjusts to community life through:							
a. Participating in evening and other aspects of community life.....							
b. Thoroughly evaluating, with an open mind, the community to be aware of its advantages as well as its disadvantages.....							
c. Willingness to accept responsibility as a member of the community.....							
d. Maintaining ethical procedures in all business and other relationships.....							

Schedule VII, Page 6

Specific Criteria Pertinent to Evaluation of Student Teaching in Business Teacher Preparation	0	N	1	2	3	4	5
e. Accurately portraying to school patrons what the school is doing.....							

General or Specific Comments:

Schedule VII, Page 7

Composite Rating of Criteria Relative to Evaluation of Student Teaching in Business Teacher Preparation

(This rating should indicate the extent to which evaluation of student teaching is appropriate as the competencies of the student teachers are compared with those expected in beginning business teachers.)

Composite Rating:

Excellent	_____
Good	_____
Average	_____
Below Average	_____
Very Inferior	_____

Explanatory comments conducive to full understanding of the composite rating given above:

CHAPTER VI

SUMMARY

Restatement of Problem

The problem of this study has been to determine sound basic principles and criteria and to use them in the formulation of an evaluative instrument which can be utilized to measure the effectiveness of the student teaching phase of business teacher preparation as commonly conducted in teacher education institutions in the United States.

This study consisted of three phases: (1) comprehensive study, analysis and interpretation of available literature and the isolation and definition of sound fundamental principles applicable to any adequate student teaching program, (2) determination of specific criteria essential in the evaluation of student teaching as preparation for prospective business teachers, and (3) preparation of an evaluative instrument which may be appropriately utilized in making valued judgments regarding the effectiveness of student teaching programs as provided for prospective business teachers. That evaluative instrument developed in the third phase constitutes Chapter V of this research report.

Fundamental Principles of Student Teaching

Following the analysis of related research studies and comprehensive interpretation of other pertinent literature, 14 carefully and concisely-stated fundamental principles of student teaching were formulated. Each of the 14 basic principles was considered in terms of its essential elements and detailed descriptions were written relative to the circumstances in student teaching involved in each principle. While the 14 principles are stated in terms of student teaching in general, they equally are appropriate for the specific field of business teacher preparation.

The 14 fundamental principles were categorized in relation to seven significant aspects of student teaching. These all-inclusive aspects are: (1) objectives of student teaching, (2) organization and administration of student teaching, (3) selection of student teaching stations, (4) selection and orientation of student teachers, (5) content of student teaching, (6) supervision of student teaching, and (7) evaluation of student teachers.

The 14 fundamental principles of student teaching, as categorized under seven subheadings in Chapter III of this research report, are:

I -- The student teaching program should be predicated on valid and achievable objectives adequately interpreted to all personnel involved in the program.

II -- The objectives of student teaching should encompass all of the essential elements required to enable a prospective teacher to appropriately identify himself

with educational endeavor and to assume and develop in a role of a teacher.

III -- Basic policies and procedures should be specifically formulated to expedite the organization and administration of a program of student teaching that will make the most effective use of personnel and facilities.

IV -- The student teaching program should be organized and administered so that authority is clearly defined, responsibility is properly channeled, and communication is effective.

V -- Student teaching stations should be established in circumstances involving appropriate school and community characteristics, sound educational leadership, and superior instruction.

VI -- Student teachers should be assigned to teaching stations in which they will be provided with adequate opportunities to gain experience in classroom teaching, directing of extra-class activities, engaging in professional activities, and other activities in human relations.

VII -- Individuals should be admitted to student teaching only when they possess desirable personal characteristics and have demonstrated proficiency in academic and professional elements commonly associated with teaching readiness.

VIII -- The orientation phase of student teaching should facilitate understanding of existing responsibility and authority relationships and the general factors involved in professional growth by means of "apprentice" teaching experiences.

IX -- The content of student teaching should be such that student teachers are required to formulate specific lesson plans, select or prepare teaching materials, and utilize teaching aids, as they direct and evaluate the learning activities of pupils.

X -- The content of student teaching should be such that student teachers are required to actively participate in guidance, counseling, and the sponsorship of organized pupil activities apart from classroom instruction.

XI -- The content of student teaching should be such that student teachers are required to enter into professional relationships with teachers, administrators, and parents.

XII -- Supervision of student teaching by personnel in the teacher education institution should be of the nature and extent required to maintain appropriate academic standards on which the granting of college credit may be based.

XIII -- Supervision of student teachers by personnel in the cooperating schools should facilitate maximum scholastic achievement among the pupils with whom the student teacher makes contact while at the same time enabling the student teacher himself to achieve teaching competence.

XIV -- Growth in teaching competence, the ultimate goal in student teaching, should be evaluated both subjectively and objectively in terms of the characteristics and competencies desired in a beginning teacher.

Criteria for Evaluation of Student Teaching in Business Education

In Chapter IV of this study, methods and techniques are presented relative to the formulation of an evaluative instrument to be used in measuring the effectiveness of student-teaching programs for prospective business teachers. The methods of establishing the format of the instrument, the rating scales to be used, the comprehensive ratings involved, and the procedure for isolating the criteria are described in detail. Suggestions are made regarding the ways and means by which the evaluative instrument may be used to advantage in business education student teaching programs.

The numerous criteria to be used in evaluating all phases of student teaching programs in business teacher

preparation were established. Each criterion was carefully stated to apply directly to the extent to which one fundamental principle might be applied and implemented in student teaching. The significant aspects of student teaching, the fundamental principles involved in each aspect, the rating scales, and the criteria were combined and stated in seven schedules to form the evaluative instrument proposed in this study. That instrument constitutes a relatively concise and convenient to use, yet fully adequate, device which may be utilized by professional personnel in teacher education programs.

Recommended Uses of the Evaluative Instrument

The uses of the evaluative instrument presented in Chapter V of this study may be as extensively varied as are the circumstances which surround student teaching programs in teacher education institutions. Since there are numerous ways in which the evaluative instrument may be used, the examples indicated here are merely illustrative.

Effective use of the instrument may be made by the chairman of a department of business education as he evaluates the teacher education program for which he is personally responsible. The director of teacher education or the director of student teaching in a teacher education institution might well use the instrument in evaluating the business education phase of the total student teaching program for which

he has major responsibility. It might be used by a college-wide committee for teacher education to measure the effectiveness of student teaching in one area or as the basis for developing similar instruments for other subject-matter areas. Personnel in a cooperating school may benefit from using the evaluative instrument to obtain data needed to justify their continuance in the student teaching program offered by a particular college or university. State departments of education might find the instrument useful as a basis for standardizing requirements for teacher certification, to establish minimum standards for student teaching programs throughout a state, or to establish standards for a single state-wide program in student teaching. Accrediting agencies might find that the instrument has significant usefulness for determining the qualifications of schools seeking accreditation of their teacher preparation programs.

It is apparent that this guide may be used by individuals, as well as by groups, interested in evaluation of the student teaching phase of total teacher preparation. Regardless of who or how many are involved, the basic considerations are the same. The instrument may be used chiefly for self-evaluation purposes or it may be used for the purpose of determining the extent to which standards of some regulating body are satisfactorily met.

Whatever the purpose involved may be, evaluation should be conducted in an exacting manner with careful

attention being afforded to all details and with no glossing over of inadequacies or weaknesses. The basic intent of the evaluative instrument presented in this study is to bring about improvement in programs of student teaching in business education regardless of the levels at which they are now maintained.

Conclusions

From the outset, the major desired outcome of this research investigation was an evaluative instrument that could be used to determine the effectiveness of student teaching as offered for prospective business teachers. Thus, it was obvious, throughout the time involved in completing the study, that detailed and numerous findings were not being developed as the basis for broad conclusions. In the opinion of the author, the major desired outcome of this study has been accomplished. An evaluative instrument was designed and developed; it is presented in this formal report.

On the basis of experience gained as a student teacher, as a teacher of business subjects at the secondary-school level, and as a supervisor of student teaching in business education at the college level, the author found himself intensely interested in the phases of business teacher education emphasized in this research investigation. Upon completion of the extensive background study required in solving the problem and exhaustive work done in developing

the evaluative instrument, the author was enabled to synthesize to the extent of presenting a few broad generalizations. In accordance with the format usually expected in the preparation of a doctoral dissertation, the generalizations reached are presented as conclusions here:

1. Student teaching constitutes an extensive block of work, usually done in the final stages of undergraduate teacher education, and requires continuous careful evaluation and constant revamping to ensure that the needs of future teachers are adequately met.

2. There are certain fundamental principles applicable to student teaching that should be substantially adhered to at all times and in all phases of the operation of student teaching programs.

3. It is possible to develop appropriate criteria and satisfactory evaluative techniques to be used in determining the extent to which student teaching functions effectively as a part of the preparation of future teachers of business subjects.

4. The evaluative instrument entitled: "Criteria for Evaluation of Student Teaching in Business Education," as presented in this research report can and should be utilized in the immediate future to fulfill the purpose for which it was produced.

It is the sincere hope of the author that other business educators will soon make use of the instrument to

bring about improvement in their programs of student teaching in business education regardless of the levels at which they now function.

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