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COURSES IN STUDENT TEACHING SUPERVISION

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COURSES IN STUDENT TEACHING SUPERVISION

CHAPTER I

THE PROBLEM

Modern programs of teacher education provide several types of professional laboratory experiences for students. Student teaching is perhaps the most important of them. The value of the student teaching experience depends to a large extent upon the competence of the supervising teacher. Institutions which prepare teachers, therefore, have the responsibility of seeing that supervising teachers are well prepared. A number of teacher education institutions have organized courses for supervising teachers. Because the number of institutions offering such courses has been increasing during the last decade, there is a need for a systematic study of the purposes, content, and administration of courses offered for supervising teachers.

Statement of the Problem

The problem with which this study is concerned is that of analysis of courses offered for student teaching supervisory personnel and of recommendations for such courses

in terms of (1) structure and administration, (2) content, (3) methods, and (4) desired outcomes.

Delimitation of the Problem

The study is based upon data supplied by member institutions of the American Association of Colleges for Teacher Education which offer graduate programs. It is concerned only with the organized, basic courses offered for supervising teachers and other supervisory personnel; courses classified as advanced are not included. The data included in the study represent the practices and recommendations reported in March and April, 1959.

Definition of Terms

The terms used in this study are those suggested by the Association for Student Teaching and are quoted from the Association's Thirty-eighth Yearbook.

Supervising teacher: One who teaches children or youth and who also supervises student teaching and/or other professional laboratory experiences.

Cooperating school supervising teacher: One who performs the responsibilities of a supervising teacher in a cooperating school.

Laboratory school supervising teacher: One who performs the responsibilities of a supervising teacher in a laboratory school. One who is a member of a laboratory school staff recognized by the college as qualified to guide a group of pupils and one or more college students, guiding the latter in their understanding and teaching of a given pupil group.

Student teaching: The period of guided teaching during which the student takes increasing responsibility for

the work with a given group of learners over a period of consecutive weeks.

College or university supervisor of student teaching:

The college representative who is responsible for supervising a student teacher or a group of student teachers.

Off-campus supervisor of student teaching: The college representative who is responsible for supervising student teachers in off-campus student teaching centers.

Resident supervisor of student teaching: The college representative, who like the student teachers, is assigned to live in the community in which the student teaching center is located and is responsible to the college for supervising the student teaching experiences in that center.

Campus or off-campus laboratory school: A school which is controlled (all or in part) by the college and which is organized as an integral part of the teacher education program to provide significant opportunities to study and relate the various phases of the teacher's activities both in and out of school.

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

Off-campus school: (see definition of cooperating school).¹

The term, basic course, refers to an officially listed, organized course of study which may be classified as a regular course, workshop, or seminar, and which is offered at regular intervals.

Nature and Sources of Data

There are three types and sources of data involved in the study, i.e., the selected items related to the supervision

¹Association for Student Teaching (hereafter cited as A.S.T.), The Supervising Teacher, Thirty-eighth Yearbook (Cedar Falls, Iowa: The Association, 1959), pp. x-xi.

of student teaching and courses in the supervision of student teaching taken from the related literature and research; the names and addresses of representatives to the American Association of Colleges for Teacher Education taken from the revised (March, 1958) membership list of the A.A.C.T.E. in the 1958 yearbook of the Association;¹ and the responses included in the instruments which were returned and tabulated for report in the study.

Method of Research and Treatment of Data

Method

The survey-appraisal method was used in the study. Good and Scates indicate that "survey" refers to the gathering of data regarding current conditions.² Recommendations based upon the appraisal of current conditions were elicited as part of the survey. This method was considered appropriate for the purposes of the study.

A check-sheet postal card and combination check sheet and opinionaire were used as instruments to secure responses from the selected institutions. Standard techniques of library research were employed in ascertaining the items in the check-sheet opinionaire pertaining to supervision of

¹American Association of Colleges for Teacher Education, The Future Challenges Teacher Education, Eleventh Yearbook (Oneonta, N. Y.: The Association, 1958), pp. 215-30.

²Carter V. Good and Douglas E. Scates, Methods of Research (New York: Appleton-Century-Crofts, Inc., 1954), p. 549.

student teaching and to courses in the supervision of student teaching. Further, these techniques of library research were used in identifying studies which bear relationship to the present research.

The Instruments

Two survey instruments were used in the investigation. In a preliminary study, a self-addressed postal card was sent to all institutions holding membership in A.A.C.T.E. and offering graduate programs, except those known to offer a basic course in the supervision of student teaching. On the postal card the investigator asked if institutions (1) offered a course in the supervision of student teaching, (2) were willing to cooperate in the study, (3) did not offer such a course yet recognized a definite need for one, and (4) had definite plans for offering such a course.

A check-sheet opinionnaire was sent to all of the selected A.A.C.T.E. member institutions which had indicated that a course was offered and which were willing to participate in the study. This instrument was also sent to selected member institutions otherwise known to offer a basic course. Items pertaining to the supervision of student teaching which were included in the check-sheet opinionnaire were developed from an analysis of related literature. Persons working directly with student teachers also suggested items to be included in the instrument.

The items were arranged in three sections. Section I, "Topics Included in the Course," was subdivided into a section on "General Topics" and a section on "Topics Relating to Ways of Working with Student Teachers." Respondents were requested to (1) indicate which topics were included in the course, (2) check the degree of emphasis given topics (as limited, moderate, or strong), and (3) check the topics which they recommended for courses of this type. Section II listed instructional methods. Respondents were asked to check the methods used and rate them as "ineffective" or "effective-recommended." Section III listed questions pertaining to the operational aspects of basic courses and elicited recommendations in regard to administrative practices. A brief explanation of the design, purpose, and possible value of the study was included in the check-sheet opinionnaire. Definitions of terms were also listed.

Cover letters explaining the study were mailed with the instruments. Copies of the letters and instruments are included in the Appendix.

The Population

The names of member institutions of the American Association of Colleges for Teacher Education and names of the institutional representatives to the Association were secured from the membership list in the 1958 Yearbook of

the Association.¹ An examination of the Education Directory of the U. S. Office of Education revealed that 267 member institutions offer graduate programs.²

Securing, Analyzing, and Organizing
the Responses

The instruments used in the study were mailed during March and April of 1959. All materials were sent via air mail and the self-addressed envelopes and postal cards were stamped for air mail delivery.

The self-addressed postal card was sent to 239 institutions. Of this number, 199 cards, or 83 per cent, were returned; 69 cards, or 29 per cent, indicated that a course was offered and that the respondent was willing to participate in the study. Of the remainder, 56 returns, or 53 per cent, indicated a definite need for a course of this type and 21 returns, or 18 per cent, reported that definite plans had been made to offer a course.

The check-sheet opinionnaire was mailed to 97 institutions. Of this number 75 instruments, representing 77 per cent, were returned. However, 15 instruments were not usable because the courses which were reported did not fall within the limits of the study or because responses were not

¹A.A.C.T.E., The Future Challenges Teacher Education, pp. 215-30.

²U. S. Department of Health, Education, and Welfare, Office of Education, Higher Education, III (Washington, D. C.: U. S. Government Printing Office, 1959).

complete. A total of 60 instruments were used in the study. The 60 institutions which returned these instruments are listed in the Appendix.

The information relating to content, methods of instruction, and operation of basic courses is shown through the use of tables. These tables present items of practice, recommendations of respondents, and the percentages of respondents in each category. An analysis of the findings follows each table.

Chapter II presents the background and need for the study. Chapter III deals with general operational aspects of courses, Chapter IV with course content and instructional methods. Chapter V presents a general summary of the findings and conclusions which have been drawn.

CHAPTER II

BACKGROUND AND NEED FOR THE STUDY

Changes in Professional Laboratory Experiences

The rationale of professional laboratory experiences is based on the principle of learning by doing. Since the earliest attempts to provide good teachers for our schools, direct experiences in the classroom have been provided prospective teachers. The importance of the supervising teacher in these situations has been recognized continuously. Richards and Robinson point out that as early as the beginning of the nineteenth century American educators recognized the supervising teacher as a key person in teacher education.¹

In recent years, student teaching supervisory personnel and their work have become an even greater concern to institutions preparing teachers. This has been caused by basic changes in the nature of laboratory experiences and their supervision, together with the increased use of public schools as laboratory situations.

¹Helen Richards and Elizabeth Robinson, "The Supervising Teacher in Teacher Education," The Supervising Teacher, Thirty-eighth Yearbook of the A.S.T. (Cedar Falls, Iowa: The Association, 1959), p. 24.

In earlier teacher education programs, prospective teachers spent brief periods observing a master teacher in the campus school. The teacher demonstrated the accepted patterns and techniques of teaching and the students learned them for later imitation. In this situation, the supervising teacher's function was one of straightforward demonstration. As limited participation by the students in classroom activities gradually evolved, the supervising teacher carried the further responsibility for guiding these activities.

Teaching later became more pupil-centered and less a set of specified methods and techniques. Student teaching and other pre-service experiences focused on the development of creative approaches to working with children. Within this framework, the function of supervision followed the same pattern of change. Richards points out that whereas the traditional supervision of student teaching centered around the classroom act and subject matter, the more recent approach emphasized attention to the principles underlying effective teaching rather than techniques.¹

A special committee appointed in 1945 by the Committee of Standards and Surveys of the American Association of Colleges for Teacher Education examined the role of student teaching in teacher education programs. The work of this committee led to the publication of School and Community

¹Ibid., p. 25.

Laboratory experiences in Teacher Education. The recommendations of the group were adopted as Standard VI, "Governing Professional Laboratory Experiences," of the Evaluative Schedule of the American Association of Colleges for Teacher Education. This standard calls for increased utilization of direct experiences for prospective teachers and has been an important stimulus to their expansion and improvement.¹

These recent trends are evident in the suggestions of several writers. Horn suggests the experiences that student teachers should have in the major areas of teaching responsibility. The following experiences are listed:

(1) classroom instruction, (2) extra-class activities, (3) school improvement activities, (4) pupil guidance and counseling, (5) teacher-parent relationships, (6) teacher-consultant relationships, (7) teacher-community relationships, and (8) self-growth activities.² Sharpe advocates high quality professional laboratory experiences and presents the guidelines for modern student teaching programs. He says:

A high quality professional laboratory experience must meet the following criteria: the experience must be challenging and satisfying; it must provide for

¹American Association of Teachers Colleges, School and Community Laboratory Experiences in Teacher Education (Oneonta, N. Y.: The Association, 1948), p. 340.

²"A High Quality Student Teaching Program," Statement prepared under the direction of Thomas D. Horn for submission to professional groups in teacher education (A.S.T., Cedar Falls, Iowa, 1958), pp. 1-2. (Mimeographed.)

involvement, for guidance, and for intellectualization.¹

Supervision--A Complex Task

The changes which have occurred in the nature of professional laboratory experiences emphasize the complexity of the supervisory task. The report of the Spearfish Workshop of the Association for Student Teaching further demonstrates this fact. Eighteen different functions and major responsibilities of supervising teachers are listed. Several of the categories mentioned include orientation and induction, planning and instructional activities, evaluative procedures, and extra-class and community activities.² A recent survey of laboratory and cooperating school supervising teachers resulted in a detailed list of experiences provided student teachers by the respondents. The varied and extensive nature of the list caused the author to point out:

Even a hasty glance at the list of experiences suggests the enormous task of the supervising teacher. It suggests the type of person that is needed to become a successful supervising teacher.³

¹Donald M. Sharpe, "Professional Laboratory Experiences," in Education for a Free People, ed. Donald P. Cottrell (Oneonta, N. Y.: A.A.C.T.E., 1956), pp. 227-28.

²Helen Richards, "Roles and Responsibilities of Personnel in Off-Campus Professional Laboratory Experiences," Achieving Quality in Off-Campus Professional Laboratory Experiences, Bulletin of the A.S.T. (Cedar Falls, Iowa: The Association, 1957), pp. 35-36.

³Nicholas Troisi, "Development of the Supervising Teacher's Role," The Supervising Teacher, Thirty-eighth Yearbook of the A.S.T. (Cedar Falls, Iowa: The Association, 1959), pp. 20-21.

The Growth of Off-Campus Programs

The demand for varied and realistic laboratory situations and the continued increase in enrollments have resulted in widespread use of public schools for student teaching. Swenson and Hammock cite a number of studies made between 1920 and 1948 which reveal that the off-campus school has progressively become the most commonly used facility.¹ It is also reported that, during the 1952-53 school year, 85 per cent of the four-year regionally accredited colleges preparing teachers in the United States used some off-campus facilities and another 25 per cent used only off-campus schools.²

Securing Competent Personnel

This growth of off-campus programs has created a demand for many more competent persons to supervise and guide the experiences of student teachers. In light of the newer and broadened concept of the supervising teacher's task, this problem is a crucial one. Lindsey points out that literally

¹Esther Swenson and Robert Hammock, "Off-Campus Laboratory Experiences: Their Growth, Importance and Present Role in Teacher Education," Off-Campus Student Teaching, Thirtieth Yearbook of the A.S.T. (Lock Haven, Pa.: The Association, 1951), pp. 19-21.

²Ruth A. Stout, "Evaluation and Off-Campus Laboratory Experiences," Achieving Quality in Off-Campus Laboratory Experiences, Bulletin of the A.S.T. (Cedar Falls, Iowa: The Association, 1957), p. 73.

thousands are needed.¹ Andrews indicates that 150,000 well-qualified supervising teachers would be needed annually at the present rate of program expansion. He also says:

To insure a constant supply the graduate schools and colleges would need to assist 15,000 teachers a year to reach the highest levels of certification and preparation for work as supervising teachers. Because there would be losses in this group, as with all groups in the profession, annually some 20,000 to 25,000 teachers would need to be recruited into the lower levels of responsibility in teacher education services and encouraged to start work towards the highest status. Adequate figures are not available, but it is doubtful if more than 10 to 20 per cent of this number are now receiving formal instruction and encouragement in any given year. In numbers alone, the task is staggering.²

The gravity of the problem is further emphasized in a study by Adams and Toulouse. A survey of teacher education institutions resulted in a compilation of the problem that have arisen from increased use of public schools for laboratory experiences. The problems most frequently reported were securing qualified cooperating teachers and improving the quality of experiences provided student teachers.³

¹Margaret Lindsey, "The Status of College and University Courses and Programs for Supervisors of Student Teaching," Facilities for Professional Laboratory Experiences in Teacher Education, Thirty-third Yearbook of the A.S.T. (Lock Haven, Pa.: The Association, 1954), p. 216.

²L. O. Andrews, "The Task Ahead," The Supervising Teacher, Thirty-eighth Yearbook of the A.S.T. (Cedar Falls, Iowa: The Association, 1959), p. 116.

³R. Wayne Adams and Robert B. Toulouse, "State Programs for Providing Good Laboratory Facilities in Teacher Education," Facilities for Professional Laboratory Experiences in Teacher Education, Thirty-third Yearbook of the A.S.T. (Lock Haven, Pa.: The Association, 1954), p. 56.

Research Dealing with Programs
for Supervisory Personnel

The problems which have resulted from the significant changes in student teaching programs and laboratory experiences in general have caused considerable discussion of the need for developing and instituting programs for the preparation and improvement of supervisory personnel. Information concerning the extent to which such programs have been initiated and the nature of such programs is limited, however. An examination of the Education Index for the past few years reveals few research studies concerning the preparation and work of the supervising teacher or other student teaching supervisory personnel.¹ The Association for Student Teaching recently published its first research bulletin which abstracts forty-five studies relating to professional laboratory experiences. Only two of these studies deal with the supervision of student teaching, and there is no study included which deals directly with the preparation and role of the supervising teacher.²

¹Education Index (New York: H. W. Wilson Co., 1940 -).

²A.S.T., Studies in Professional Laboratory Experiences in Teacher Education, Selected Research 1940 to 1957, Research Abstracts Bulletin No. 1 (Cedar Falls, Iowa: The Association, 1957), p. 75.

Steeves,¹ McGrath,² Patterson,³ and a conference report from Indiana State Teachers College⁴ each deplore the failure to provide the necessary research and information about the preparation and improvement of the supervising teacher.

One of the few studies directly concerned with courses offered for supervising teachers is that by Blair. She reports that in assuming the major responsibility for initiating in-service activities for student teaching supervisory personnel "the most common practice is to offer a 'course'," frequently at the request of the supervising teachers. The description of the courses is limited and gives only the information that they deal with reasons for professional laboratory experiences, methods of supervision, methods of evaluation, and that the content of courses is usually determined by the problems of the group.⁵

¹Frank L. Steeves, "A Summary of the Literature of the Off-Campus Cooperating Teacher," Educational Administration and Supervision, XXXVIII (May, 1952), pp. 129-31.

²G. S. McGrath, "Supervision of Student Teaching, Our Most Seriously Hampered Asset," School and Society, LXII (September 9, 1950), pp. 166-68.

³Allen D. Patterson, "The New Look in Student Teaching," The Educational Forum, XVIV (May, 1955), p. 421.

⁴Indiana State Teachers College, "Survey Report of the Eighth Annual Conference for Supervising Teachers," The Teachers College Journal, XXVIII (May, 1957), pp. 105-11.

⁵Lois C. Blair, "Cooperative In-service Activities of College-Public School-Community Which Contribute to High Quality Professional Laboratory Experiences," Achieving

Lingren studied qualifications and requirements for the certification of cooperating teachers in various states. His findings indicate that eight states have set up standards (Georgia, Illinois, Indiana, Kentucky, Louisiana, North Carolina, Oregon, and Rhode Island). Many of these states stipulate a master's degree or its equivalent and recommended course work in the supervision of instruction and/or student teaching.¹

Herrick describes current course offerings for supervisory personnel as follows:

The most general attempt at present to help cooperating teachers is to provide them with opportunities for taking one graduate course, a continuing seminar meeting once a week during the school year and for which they receive both undergraduate and graduate credit, the opportunity to go to summer school with fees partially paid, and extension courses taught in the off-campus center.²

He adds that the exact nature of the courses is unknown, but that it is unlikely that they relate to the specific and general problems of improving student teaching programs.³

Quality in Off-Campus Professional Laboratory Experiences, Bulletin of the A.S.T. (Cedar Falls, Iowa: The Association, 1957), pp. 35-38.

¹Vernon C. Lingren, "The Certification of Cooperating Teachers in Student Teaching Programs," The Journal of Teacher Education, VIII (December, 1957), pp. 403-07.

²Virgil E. Herrick, "The Future of Off-Campus Programs," The Supervising Teacher, Thirty-eighth Yearbook of the A.S.T. (Cedar Falls, Iowa: The Association, 1959), p. 24.

³Ibid.

Curtis and Tanruther asked ninety randomly selected member institutions of the American Association of Colleges for Teacher Education what provisions they provided for upgrading the professional competence of cooperating supervisory personnel. Listed below are the types of activities in programs reported and the per cent of respondents using them.

Study Groups	10%
Group Conferences	72%
Workshops	34%
Individual Conferences	30%
Seminars	6%
Graduate Courses	40%

Some of the procedures used in the programs included cooperative planning, use of recordings of student teacher meetings, and observation of students teaching. Other activities included group evaluation of student teacher experiences, participation in the Association for Student Teaching and teacher education meetings, cooperative development of handbooks and bulletins, and the placement of pertinent materials in cooperating schools. No description of the graduate courses was given.¹

Lindsey investigated the status of college and university courses and programs for supervising teachers. A

¹Dwight W. Curtis and Edgar Tanruther, "In-service Improvement Programs for Cooperating Teachers and Laboratory School Supervisors," Facilities for Professional Laboratory Experiences in Teacher Education, Thirty-third Yearbook of the A.S.T. (Lock Haven, Pa.: The Association, 1954), pp. 200-14.

questionnaire was sent to certifying officers in each state to determine which institutions offered graduate study in the supervision of student teaching. Ten respondents indicated that course programs were offered by institutions in their states. A total of 18 institutions were reported to offer courses. The author also cites the names of institutions offering courses which Curtis and Tanruther determined in their survey.¹ (A combined list from both studies as reported by Lindsey is included in the Appendix.) This report also presents illustrations of activities found to be useful in pre-service and in-service programs. Role-playing, participation in direct experiences, and individual study are among those described.²

The titles and brief descriptions of courses for student teaching supervisory personnel, as listed in institutional catalogues, provide a cursory picture of the intent of these courses. The following descriptions are typical of those listed:

593--Supervision of Student Teaching. A study of the orientation, guidance, and evaluation of the prospective or beginning teacher in the classroom. Areas to be considered include induction procedures, analysis and evaluation of teaching-learning situations, cooperative teaching, conferences, and participation in the range of professional responsibilities of teachers.³

¹Ibid. (Note: This information was not included in the published report by Curtis and Tanruther.)

²Lindsey, op. cit., pp. 200-14.

³Bulletin, 1955-56 (DeKalb, Ill.: Northern Illinois State Teachers College, 1955), p. 52.

224--Organization and Supervision of Student Teaching.
A course designed for teachers preparing to become supervising teachers. The basic principles apply to both elementary and secondary education. Includes a presentation of the experiences deemed important in developing students into effective teachers.¹

Burnett and Dickson describe a cooperative workshop for off-campus supervising teachers in which such topics as orientation and assignment of students, planning, evaluation, and improvement of human relations were included. Student teachers also participated in the workshop.²

Whiting reports on the internship program for supervising teachers of four colleges in the Atlanta, Georgia, area. She reports that methods of helping student teachers in planning, orientation of students, guidance of observation activities, and effective use of conferences are topics emphasized.³

Other general descriptions of courses and programs in the literature outline the types of activities described above. These descriptions, as well as those cited, provide a limited picture of the efforts of teacher education institutions to upgrade the quality of student teaching

¹Bulletin, 1954-55 (Lexington: University of Kentucky, 1954), p. 297.

²L. W. Burnett and G. E. Dickson, "Cooperative Improvement of Off-Campus Student Teaching," Journal of Teacher Education, I (December, 1950), pp. 287-90.

³Helen A. Whiting, "Internship of Supervising Teachers and Its Appraisal," Journal of Teacher Education, LXIII (January, 1957), pp. 23-32.

supervision. Comprehensive research in this area of concern is scarce. An examination of literature relating to courses in the supervision of student teaching reveals that detailed information regarding practices and standards is extremely limited.

As previously noted, courses for student teaching supervisory personnel are being offered by a number of institutions and are recommended by a number of educators as a suitable device for meeting the problem of training and providing competent personnel. Andrews points out that the number of institutions which offer courses for this purpose has been increasing steadily in recent years.¹

Because of this trend, and because of the lack of information pertaining to existing courses and standards for the development of course programs, the data from this study should have implications for institutions offering or planning to offer courses. Many respondents in the preliminary survey by the writer indicated a need for this information.

¹Andrews, op. cit., p. 120.

CHAPTER III

THE ADMINISTRATION AND OPERATION OF COURSES IN THE SUPERVISION OF STUDENT TEACHING

The purpose of Chapter III is to describe the general structure and operational aspects of basic courses for student-teaching supervisory personnel. Recommendations of respondents in regard to several areas of operation are also reported.

A section of the instrument used in the study elicited information in regard to the following aspects: (1) year in which the course was first offered, (2) specific classification of the course (regular, seminar, workshop, etc.), (3) credit allowed, (4) tuition or other financial arrangements, (5) personnel enrolled, (6) enrollment requirements by state or institution, (7) additional services or assistance for supervisory personnel other than the course, (8) desired outcomes of the course, (9) effectiveness of the course in terms of the desired outcomes and methods of evaluation employed, and (10) proposed changes in the structure or operation of the course. Recommendations were sought concerning tuition arrangements, additional services, personnel

enrolled, enrollment requirements, and methods of evaluation.

Beginning Dates for Courses

Fifty respondents indicated beginning dates for their courses. Nine respondents did not answer this question and one indicated that the information was not available. Table 1 below indicates that 88 per cent of the courses have been instituted during the last ten years.

TABLE 1
BEGINNING DATES FOR COURSES IN
STUDENT TEACHING SUPERVISION

Date	No.	Date	No.
1933	1	1950	6
		1951	2
1940	1	1952	2
1941	1	1953	5
1942	0	1954	5
1943	0	1955	6
1944	0	1956	4
1945	0	1957	4
1946	1	1958	4
1947	0		38
1948	2		
1949	6		
	12	Total	50
		No Answer	9
		Don't Know	1
			60

Only six respondents reported beginning dates which were prior to 1949, and only one reported that a course was instituted before 1940.

Classification of Courses

As indicated in Table 2, 33, or 55 per cent, of the 51 institutions which reported a classification for their course classify it as a regular course. Ten per cent indicated a workshop classification and 12 per cent regarded the course as a seminar. The remainder of the respondents used mixed classifications.

TABLE 2

CLASSIFICATION OF BASIC COURSES IN THE
SUPERVISION OF STUDENT TEACHING

Classification	No.	Per Cent
Regular course	33	55
Workshop	12	20
Seminar	6	10
Regular course conducted as a seminar	3	5
Regular course and workshop	3	5
Regular course--extension or evening	3	5
Total responses	60	100

There seem to be no basic differences in the content or basic operation of courses within the various classifications.¹ Respondents which reported the workshop classifica-

¹See analysis of course content reported in Chapter IV.

tion, however, noted that total class hours occur within a more concentrated block of time in this type as compared with other classifications. Several of these same respondents indicated a preference for the "regular" type.

Three of the six institutions which classified the course as a seminar stressed that there is no predetermined structure in content and that, in this sense, the course is considered a seminar. The three institutions which use both a regular course and workshop classification gave no reasons for the variation. Two of the three respondents which added the sub-classification "extension course" to the term regular course stated that the courses are given in the evening. One stressed the value of offering the course as an extension program in locations where needed.

Separate and Single Courses for Elementary and Secondary School Personnel

A large majority (83%) of respondents offer a single, basic course for both elementary and secondary personnel. All of the institutions using this arrangement recommend its continuance. One-third of the respondents who recommended a single course indicated that both groups profit from working together on common problems. They also reported that separate projects are included for both groups and recommended this device for dealing with problem areas of particular interest to either group. Three of these respondents experimented with both single and separate courses for

elementary and secondary supervisory personnel and have found the single course to be the most effective.

Of the ten institutions which offer separate courses for elementary and secondary supervisors, four reported a course for elementary personnel and six for secondary. Three of these institutions recommended this arrangement because, in their opinions, the problems of the two groups are different. Another suggests that the groups be combined and allowed to work on separate projects. One respondent recommended separate, basic courses and a combination of groups in an advanced course but gave no reason for the suggestion. The remainder recommended separate courses without comment; one did not reply.

No significant differences were apparent in the description of content, structure, and operation of separate courses as compared with single courses and reported in the instruments completed for this study. It is assumed that differences do exist, perhaps in details which are not made visible in the particular type of instrument utilized in this study. For purposes of the current investigation, further descriptions and recommendations concerning separate courses will be combined with data relating to single courses.

Credit Hours Allowed and the Classification
of Credit Hours in Courses in the
Supervision of Student Teaching

A majority (68%) of institutions report two semester hours and three semester hours as the credit which is allowed

for the basic course in the supervision of student teaching. Table 3 shows that 35 of the 52 respondents allow either 2 or 3 hours of credit. Of the 13 institutions which are on the quarter-hour system, 9 offer 3 quarter hours credit.

TABLE 3
CREDIT HOURS ALLOWED FOR BASIC COURSES IN
THE SUPERVISION OF STUDENT TEACHING

Semester Hours	No.	Quarter Hours	No.
1	3	1	0
2	18	2	1
3	22	3	9
4	1	4	2
5	0	5	0
6	1	6	0
3 - 6	1	3 - 6	1
5 - 15	<u>1</u>	5 - 15	<u>0</u>
Total	46	Total	13
		Total Responses	59
		No Answer	<u>1</u>
		Total	60

The classification of credit hours is most often in the graduate category, with 77 per cent of the respondents reporting this practice. The remainder of the respondents classify credit hours as both graduate and undergraduate.

Tuition Arrangements and Recommended
Tuition Plans

Forty-two respondents, or 70 per cent of the institutions which responded, reported that regular tuition is charged for the course in supervision of student teaching. Seventeen institutions in this group recommended that the course for various supervisory personnel be provided free to supervising teachers and several included cooperating administrative personnel as well. Two responses in this group suggested that the fee be lessened for in-service supervisory personnel. One institution recommended that the personnel who take the course as a preparatory program should be refunded their fees when they are assigned the first student teacher. Another institution which charges regular tuition proposed that the tuition fee be paid on a cooperative basis by the teacher-training institution and the cooperating school systems.

Various other tuition arrangements are also reported. One respondent indicated that half-tuition is the rate set for in-service supervising teachers during the summer. Six respondents specified that regular tuition is charged unless the enrollee is a supervising teacher in the institution's own program, in which case tuition is waived for the institution's own supervising teachers. One suggested that supervising teachers from other institutions should have their tuition paid by their own institutions. Six of these schools

recommended that the course be offered free to all student-teaching supervisory personnel. Another arrangement reported and recommended was that of charging regular tuition to potential supervising teachers but offering the course free to in-service personnel.

Six institutions which do not charge the enrollees tuition strongly recommended this practice. Four of these respondents emphasized that the basic course should be regarded as a "service" device for cooperating personnel. One also stressed that the standards maintained for other courses should be enforced in the tuition-free service course.

The institutions which do not charge tuition provide for the operation of the course in several different ways. One respondent reported that the tuition paid by student teachers is used to finance the basic course for supervisory personnel. Another reported that the state department of education grants scholarships for the course and that in some instances the cooperating communities pay the tuition for their teachers. One institution awards room and tuition scholarships to potential and in-service supervising teachers, but the source of funds is not mentioned. Another plan which was reported involves the financing of the course through a general professional laboratory experience fund, with the instruction of the course considered as part of the field staff's responsibility. The response of a New England institution described the unique, cooperative arrangement of

six institutions in a large metropolitan area. The course is cooperatively planned and taught by faculty representing the six colleges. The faculty donate their time and the institutions equally share all of the operational expenses.

Type of Students Enrolled in the Courses
and Recommended Practices

Only one institution responded that enrollment in the course is restricted to supervising teachers. Table 4 indicates that all other institutions invite or permit various other personnel to enroll.

TABLE 4

TYPE OF STUDENTS OTHER THAN SUPERVISING TEACHERS
INVITED OR PERMITTED TO ENROLL IN BASIC COURSES
IN THE SUPERVISION OF STUDENT TEACHING

Type of Student	No.	Per Cent
Prospective or potential supervising teachers	24	43
Public school administrators participating or who will participate in the student teaching program	13	23
Anyone connected with the student-teaching program	7	13
Graduate students	11	20
Anyone recommended by superintendents of cooperating school systems	1	1
Total Responses	56	100

Prospective or potential supervising teachers are enrolled by 24, or 43 per cent, of the 56 respondents, and they strongly recommend this practice. Five of the institutions in this group pointed out that this arrangement has resulted in the recruitment of much-needed supervisory personnel as well as a general up-grading of the work of beginning supervisors. Two also mentioned that this practice has generally stimulated interest in teacher education on the part of public school personnel.

Thirteen institutions specified that public school administrators cooperating in the student-teaching program are invited to enroll and highly recommended this practice. Eleven in this group invited all administrators to enroll, and two specified that principals of cooperating schools and prospective cooperating schools are invited. Two of them commented that administrators should be urged to profit from the course since they carry the responsibility of approving supervisory personnel and working closely with student teachers. One respondent also suggested that the presence of administrators in the class aids in avoiding a "how-to-do-it" course.

Seven institutions permit anyone connected with the student-teaching program to enroll and recommend this practice. Two of the six qualified their recommendations. One suggested that a separate course be offered for college supervisory personnel and another thought that course content

should be modified for college and public school personnel when the two are mixed.

Eleven respondents specified that graduate students are permitted to enroll; seven of them make no stipulations in this regard, and the remainder require teaching experience as a prerequisite. One institution requires three years of experience as a prerequisite, but the others do not specify the number of years required. Three respondents each mention one of the following types of graduates enrolled: (1) "doctoral candidates interested in teacher education," (2) "graduate interns in supervision," and (3) "graduate students and seniors who have completed student teaching." Three others mention that the graduate students enrolled should be those who have indicated an interest in supervision or teacher education.

One institution enrolls anyone recommended by the superintendents of cooperating public school systems and feels that this system "controls" the quantity and quality of students.

Six of the respondents made no recommendations in regard to enrollment practices and two institutions did not answer the question.

Required Enrollment in the Basic Course by Individual Institutions

Only five of the reporting institutions require supervising teachers who are participating or who will

participate in their student-teaching program to enroll in the course. Two of these five institutions point out that a state requirement is the basis of their rule, and four of them make no recommendations in regard to the requirement. One strongly recommends the practice, however, and indicates that it has the strong support of all of the supervisory personnel in the student teaching program. This respondent reports that a more uniform quality of supervision has resulted throughout the total program.

One institution requires the course of campus school supervisory personnel only.

Of 52 institutions which do not require their prospective and in-service supervising teachers to enroll, 26 recommended the requirement without qualification, and 20 institutions thought that the practice would be desirable but mentioned other related factors which qualified their recommendations. Two in the latter group mentioned that the supervising teachers in their programs are not paid and for this reason felt that they could not require the course at this time. Two respondents pointed out that administrative difficulties, which they did not describe, prevented the practice. Five institutions thought that, although it would improve the over-all quality of supervision, the requirement would restrict the number of available supervising teachers under existing conditions. Two of these respondents recommended that the requirement be made when an adequate supply

of potential supervising teachers is "built up." Three institutions recommended that the course should be "strongly recommended" for all supervisory personnel rather than required. One of these respondents stressed the development of interest or "desire" for such a course throughout the cooperating systems and would require enrollment only as a last recourse.

Nine institutions did not recommend the requirement but gave no reasons for this opinion. Five respondents, all of whom do not require the course, made no recommendations in this regard. Three institutions did not answer the question pertaining to the requirement.

State Requirement of the Basic Course

In response to the question, "For what supervisory personnel, if any, does the state require the course?" 50 institutions representing 30 states responded that the basic course is not required for any personnel by the state. Seventeen of these respondents recommended that it should be required by the state. Three of the institutions in this group which recommended the practice stated qualifications in this regard. One thought that such a state requirement should be part of a state program of certification of supervising teachers. Another recommended the requirement only in the event that a sufficient number of supervising teachers are enlisted in the presently short-handed program of student teaching. A third respondent would have the state require

the course only of college supervisory personnel.

Twelve institutions in the group which reported no state rule did not recommend that the state require the basic course of student-teaching supervisory personnel. One of these institutions saw course requirements of this type as the responsibility of the institutions themselves and the National Council for the Accreditation of Teacher Education. Another was of the opinion that there are too many state controls in teacher education and for this reason did not recommend the practice. The remaining ten gave no reasons for their negative recommendation.

Of the 50 institutions which reported that the state does not require the course, 17 did not include recommendations in regard to the requirement.

Two institutions reported that the basic course in the supervision of student teaching is required of supervisory personnel for certification purposes. Two others indicated that the basic course itself is not necessarily required but that it is recommended by the state as part of a required block of course hours in supervision of teaching. One respondent reported that the State Department of Education requires the course of supervisory personnel connected with the state-subsidized programs in Home Economics and Agriculture. All of these respondents recommended the arrangements in effect but did not mention advantages or disadvantages involved.

Services and Assistance in Addition
to the Basic Course

All of the respondents, with the exception of seven institutions, listed a variety of procedures other than basic courses whereby supervisory personnel participating in the student-teaching program are given professional assistance in their work. Table 5 indicates the reported practices, Table 6 the recommended practices. Periodic visits by college supervisors, various types of individual and group meetings between college and supervisory personnel, and provision of helpful materials are the major types of devices employed.

TABLE 5

SERVICES AND ASSISTANCE OTHER THAN THE BASIC
COURSE PROVIDED SUPERVISORY PERSONNEL

Type of Assistance	Number of Institutions Reporting
<u>Materials:</u>	
Helpful materials (no description)	24
Handbooks for supervising teachers	11
Handbooks for student teachers	2
State handbooks for supervisory personnel	1
Books on supervision made available	11
Books for student teaching placed in cooperating schools	5
Newsletters for supervising teachers	6
Bulletins for supervising teachers	3
Association for Student Teaching materials made available	10
Recordings of meetings of student teachers and supervising teachers made available	2
Audio-visual equipment made available	3

TABLE 5--Continued

Type of Assistance	Number of Institutions Reporting
<u>Meetings:</u>	
Between college and public school supervisory personnel (no description)	17
Miscellaneous types of study groups (seminars, small group conferences, etc.) . .	11
Individual conferences between college and public school supervisory personnel (consultations, orientation, evaluation) . . .	41
Annual general conferences and workshops . .	6
Social meetings of college and public school supervisory personnel	3
Orientation meetings of supervising teachers prior to each semester	6
Orientation meetings of supervising teachers and student teachers prior to each semester	6
Meetings of cooperating public school and college subject matter specialists	2
Supervising teachers urged and helped to attend state-wide meetings of the Association for Student Teaching	2
Periodic general meetings of everyone participating in the program	1
<u>Other Practices:</u>	
Resource specialists and consultants visit cooperating schools	1
Placement office of institution aids supervising teachers in continuous evaluation of student teachers' work	1
Supervising teachers given access to all facilities at institution	1

TABLE 6

RECOMMENDED WAYS OF ASSISTING SUPERVISING TEACHERS
IN ADDITION TO THE COURSE IN THE SUPERVISION
OF STUDENT TEACHING

Type of Assistance	Number of Institutions Reporting
More effective materials and meetings to increase understanding by public school and community of the philosophy and structure of the teacher education program	26
Free workshops for cooperating public school personnel with pay	2
More cooperative activities between college and public school systems	1
Released time for supervising teachers to attend various professional meetings	2
More individual supervisory services to public school teacher by colleges	1
More effective, concise handbooks	1
Increased use of the area workshop method for group development of principles	2
Follow-up meetings with new supervising teachers	2
Advanced courses for experienced supervising teachers	2
Student teaching libraries in cooperating schools	1
Increased emphasis on public relations principles and methods for supervising teachers . .	1
Social affairs for the purpose of getting acquainted and fostering cooperation	1
Tuition-free short courses in supervision should be offered in each cooperating community . . .	1

In addition to the methods listed in the tables for helping supervisory personnel increase their professional effectiveness, a number of suggestions were also made which pertained to ways and means of developing their professional status and recognizing their contributions to teacher education. One institution suggested that experienced, superior, supervising teachers be given faculty rank in the college. Seven respondents strongly recommended that cooperating personnel be given full use of all campus facilities. Three recommended tuition waivers for graduate courses taken by cooperating personnel. Two recommended that the compensation for supervising teachers be increased. One suggested that the responsibility entailed in the supervision of student teaching demands a salary scale on the same level with principals and general supervisors.

Twenty institutions made no recommendations in regard to additional services for supervisory personnel.

Desired Outcomes of the Courses

The desired general outcomes of the basic course in the supervision of student teaching which were reported by 80 per cent or more of the respondents were (1) a better understanding by the supervisory personnel of their functions and roles, (2) increased effectiveness of the supervising teacher in working with student teachers, (3) a better understanding of the total teacher education program,

(4) a better understanding of the student teaching program and its purposes, and (5) increased cooperation between public school and college in preparing effective teachers.

Other responses indicated specific outcomes which were related to the general purposes listed above. These responses, followed by the number of institutions reporting each, are as follows:

1. Improvement of the student teaching program in general and the improvement of student teachers' experiences (7).
2. Better understanding of inducting, guiding, and evaluating student teachers (4).
3. Develop interest in the supervision of student teaching and attract new supervising teachers (3).
4. Orient supervisory personnel to the problems involved in student teaching programs (3).
5. Development of interest in teacher education (2).
6. Orient supervisory personnel to the problems involved in teacher education (2).
7. To discuss and evaluate methods of supervision (2).
8. Development of a better understanding of the role of the public school in teacher education (1).
9. Development of more uniform policies in the operation of the student teaching program (1).
10. Development of a positive attitude toward beginning teachers (1).
11. Development of an understanding of democratic human relations (1).
12. Enable the supervising teachers to establish rapport with the individual student (1).

13. Greater appreciation of the contributions that student teachers can make to public school programs (1).
14. Improvement of demonstration teaching (1).
15. Introduce personnel to research and literature in the supervision of student teaching (1).
16. Preparation and development of materials for use in the supervision of student teachers (1).
17. To gain from an active group approach to the improvement of supervision (1).

Six institutions did not report desired outcomes for their courses.

Methods of Evaluating the Course and Recommended Evaluation Procedures

The basic course in the supervision of student teaching is evaluated as to its effectiveness in a number of ways. Table 7 indicates that the common methods are: (1) cooperative, verbal evaluations conducted at the end of the course by the instructor and the participants, (2) follow-up studies of course participants involving the use of interviews, questionnaires, and other devices to collect information as to the effectiveness of the course, and (3) follow-up observations by college supervisors of those who took the course. Written evaluations of the course by the participants are also used by a number of institutions.

Two respondents reported that no formal evaluation of the course is made. One institution reported that no evaluative devices are employed at present but that a depth

TABLE 7

METHODS OF EVALUATING THE EFFECTIVENESS OF
THE BASIC COURSE IN THE SUPERVISION
OF STUDENT TEACHING

Method	Number of Institutions Reporting
Cooperative, verbal evaluation by instructor and participants	23
Follow-up studies of participants on-the-job utilizing questionnaires, interviews, etc. .	20
Follow-up observations of participants on-the- job by college supervisors	19
Unsigned, written evaluations at the end of the course utilizing check sheets, opin- ionaires, anecdotal reports	16
General evaluation of student teaching program in an effort to determine the effect of the course on students and supervising teachers	3
Collection of evaluations of the supervisory personnel from student teachers, with com- parative evaluation of those who did and did not take the course	3
Final exams given to participants in the course and evaluated in terms of the ob- jectives of the course	3
Helpful materials developed by participants in the course are evaluated and used as criteria	2
Evaluative reports concerning the supervising teachers who have taken the course are collected from principals of the coop- erating schools	2
Written papers on issues and problems in student teaching at the end of the course are evaluated as to increased insight, understanding	1

TABLE 7--Continued

Method	Number of Institutions Reporting
Evidence of increased communication between public school and college is used as a measure of course effectiveness	1
Course is evaluated by a number of the instructional staff of the college who sit in at various times	1
Situation-type test, involving typical problem situations encountered by supervising teachers, is used as final exam and as general evaluative device	1

follow-up study is planned. Four institutions did not respond to the question.

Forty-four institutions made recommendations in regard to methods of evaluating the course. Eleven respondents recommended the follow-up study of participants as an effective evaluative procedure. One in this group stressed the use of the case-study method. Seven institutions suggested anonymous, written evaluations at the end of the course for the collection of evidence. Seven institutions thought that the college supervisor's observation of the supervising teachers' work provides useful information concerning the effectiveness of the course. Five institutions recommended cooperative, verbal evaluation by the participants at the end of the course. Five institutions

recommended that questionnaires concerning the effectiveness of the course be sent to participants shortly after the end of the course and also after a period of months. One respondent recommended that evaluative evidence be collected from the supervising teacher's principal, whereas another suggested that logs of improved practices be kept by the participants after the course. Two respondents recommended that the formal evaluative procedures be replaced by an emphasis on more personal approaches such as interviews and conferences and emphasized that student teachers should be included. One institution pointed out that the provision of direct experiences in student teaching situations, with group and individual follow-up conferences held after each experience, enables the instructor of the course to continuously evaluate the participants and the course. One respondent recommended the use of written tests, and another the evaluation of research papers as methods.

Sixteen respondents made no recommendations in regard to methods of evaluating the course in supervision of student teaching.

Effectiveness of the Courses

In response to the question, "Has the course been effective in terms of the desired outcomes?" forty-one respondents out of a total of fifty-five reported "yes." Ten other respondents gave qualified, positive answers, using

the terms "reasonably so," "moderately so," or "effective to some degree."

No respondent reported the course as ineffective. Four institutions reported that they did not know the extent to which the course accomplished the desired objectives and five institutions did not answer the question.

Changes in Structure and Operation Planned

In response to the question, "What significant changes, if any, do you plan to make in regard to the structure or operation of the course?" twenty-six institutions indicated that no changes are planned. Three of these respondents indicated that structure of the course is extremely flexible in its present form and no definite changes are planned for this reason. A sponsor for the cooperatively conducted course in New England reported that no immediate changes can be planned because of the recent addition of sponsors.

Twenty-seven institutions reported a number of changes designed to improve the effectiveness of the basic course in the supervision of student teaching. Five institutions plan to include more laboratory-type experiences in the course in an effort to make it more functional. Two of the respondents in this group plan to offer the basic course during the school year rather than in the summer so that this will be possible.

Two institutions intend to initiate an advanced course for experienced supervising teachers. One of these institutions also plans to offer a separate section of the basic course for prospective supervising teachers.

Other changes planned by individual institutions are as follows:

1. More extensive use of the "clinical approach" in the basic course, including increased use of student teachers as resource persons.
2. Will offer a six clock-hour "short course," to be given for all supervising teachers early in the semester.
3. A summer workshop in addition to the basic course will be offered for supervising teachers who are participating in the program of the institution.
4. The course will have a tighter structure, with a pre-determined, suggestive outline.
5. A functional "test" will be developed for participants in the course which will place more emphasis on self-evaluation.
6. More stress is to be given to the working relationship between the supervising teacher and the student teacher and less emphasis on the organization and administration of the program.
7. In order to reach more supervisors in the field, the institution will offer a course in the student teaching centers without credit but with tuition charge.
8. The basic course will be scheduled for three weeks, full time instead of six weeks, half time, so that more supervising teachers can arrange to take the course.
9. Will attempt to increase the enrollment of cooperating public school administrators in the course.
10. Will attempt to make the course more functional by increased use in the course of experienced supervising teachers who have taken the course.

One institution indicated that the course structure is continuously refined and plans to continue to experiment with various approaches. Another respondent stated that the information resulting from this study will be used in deciding what revisions will be made in that institution's course.

CHAPTER IV

TOPICAL CONTENT AND INSTRUCTIONAL METHODS
IN BASIC COURSES IN THE SUPERVISION
OF STUDENT TEACHING

The purpose of this chapter is to report the following information concerning basic courses in the supervision of student teaching:

1. The extent to which particular topics are included and emphasized in courses of this type;
2. The extent to which particular topics are recommended for courses of this type;
3. The instructional methods employed and the methods recommended as effective for courses of this type.

The extent of inclusion, the degree of emphasis, and recommendations of topics are reported in Tables 8, 9, and 10. Information concerning instructional methods is presented in Tables 11 and 12. An analysis of the findings follows each table.

General Topics

Table 8 indicates that the respondents place heavy emphasis on their own teacher education and student teaching

TABLE 8

GENERAL TOPICAL CONTENT OF BASIC COURSES
IN THE SUPERVISION OF STUDENT TEACHING:
CURRENT PRACTICES AND RECOMMENDATIONS

General Topics	Recom. ^a %	Incl. ^a %	Emphasis ^b		
			L	M	S
			%	%	%
1. General trends and aspects of teacher education in the United States	95	90	40	53	8
2. The institution's teacher education program, and the significance of professional laboratory experiences within its framework	100	98	7	22	71
3. Specific objectives of the professional laboratory experience program of the institution	100	98	16	24	60
4. Specific objectives of the student-teaching program of the institution	100	98	3	15	83
5. Roles and responsibilities in the student-teaching program of the various people on the institution's staff	100	98	21	29	50
6. Roles and responsibilities in the student-teaching program of the various people in the cooperating school system	100	100	9	32	59

TABLE 8--Continued

General Topics	Recom. ^a	Incl. ^a	Emphasis ^b			
			L	M	S	
	%	%	%	%	%	
7. Criteria for the selection of communities to be utilized in the student-teaching program	78	64	58	28	13	
8. Criteria for the selection of schools to be used in the student teaching program	83	76	38	47	16	
9. Criteria for the selection of supervising teachers	95	90	21	28	51	50
10. Criteria for the selection of college supervisors of student teachers	76	49	55	31	14	
11. Administrative aspects of the student-teaching program involving the public school administrative staff	88	88	48	35	17	
12. Administrative aspects of the student-teaching program involving the institutional administrative staff	86	78	46	48	6	
13. Benefits derived from having student teachers by the supervising teacher, the cooperating community, and the cooperating school	93	91	32	32	36	

TABLE 8--Continued

General Topics	Recom. ^a %	Incl. ^a %	Emphasis ^b		
			L	M	S
			%	%	%
14. Possible contributions the supervising teacher can make to the improvement of the student-teaching program	98	96	9	32	59
15. Possible contributions the supervising teacher can make to the improvement of the total teacher education program	93	88	17	35	48
16. Professional organizations concerned with the improvement of teacher education programs	93	90	43	36	21
17. Source and availability of materials and literature helpful to the supervising teacher and other supervisory personnel	98	100	14	30	56
18. The minimum proficiencies needed by student teachers	93	93	12	44	44
19. Selection and retention practices in the teacher education program of the institution	85	73	35	40	28

^aPercentages of total population of 60.

^bPercentages of number including any topic; L = Limited, M = Moderate, S = Strong.

program in the basic course. The significance and objectives of these programs, as well as the roles and responsibilities of the public school personnel involved, are recommended as topics by all of the respondents. These same items are included by slightly less than 100 per cent of the population in this study. However, only one of the items dealing with standards or criteria employed in the administration of the student teaching program, "Criteria for the selection of supervising teachers," is recommended, included, and given strong emphasis by the large majority of the institutions. "Criteria for the selection of college supervisors" is recommended as a topic by approximately 75 per cent of the respondents, but the topic is omitted by 51 per cent of the institutions.

Topics concerning trends and aspects of teacher education in the United States, professional organizations, and the administrative aspects involving public school staff are strongly recommended for inclusion, but they are given limited or moderate emphasis by approximately 75 to 95 per cent of the population. Several respondents noted that these topics are important ones in the field of student teaching supervision but that time does not permit extensive coverage in basic courses.

The topic "Minimum proficiencies needed by student teachers" is included and recommended by 93 per cent of the respondents and is given strong and moderate emphasis.

Other general topics listed in Table 8 are included and recommended by a great majority of respondents. No particular degree of emphasis was reported for these topics.

Topics Relating to Ways of Working
with Student Teachers

Table 9 indicates that all of the topics concerned directly with working with student teachers which were listed in the instrument are recommended for inclusion in basic courses by 75 per cent or more of the population. Most of them are recommended by 90 per cent or more of the respondents.

Several topics relating directly to the over-all functions of the supervising teacher are recommended and included by a large majority of the respondents and receive strong emphasis in most of the courses reported. These topics involve orientation and induction practices with student teachers, planning and conducting effective conferences, and the use of effective evaluative processes. All respondents recommended and included the topic, "What the supervising teacher should know about the student before his arrival." Evaluation of the student teacher's growth is given strong emphasis by 91 per cent of the respondents, with the remaining institutions giving the topic moderate emphasis. However, despite the apparent significance of the item for supervising teachers, 10 per cent of the respondents do not include the topic in their course content. Orientation

TABLE 9

TOPICAL CONTENT OF BASIC COURSES IN THE SUPERVISION OF STUDENT TEACHING
DEALING WITH WAYS OF WORKING WITH STUDENT TEACHERS:
CURRENT PRACTICES AND RECOMMENDATIONS

Topics Relating to Ways of Working with Student Teacher	Recom. ^a %	Incl. ^a %	Emphasis ^b			
			L	M	S	
			%	%	%	
1. What the supervising teacher should know about the student before his arrival	100	100	24	27	49	
2. How to prepare the total school, class, and community for the student teacher	96	93	15	40	47	54
3. How to make the student teacher at home in the school with staff and pupils	98	96	14	35	51	
4. How to orient the student to the total school, its facilities, and program	100	96	7	32	61	
5. How to orient the student to the classroom in which he will work	100	96	9	26	65	
6. How to set up effective observation schedules . .	93	83	38	33	31	
7. How to effectively induct the student into the classroom program	95	86	4	29	67	

TABLE 9--Continued

Topics Relating to Ways of Working with Student Teacher	Recom. ^a %	Incl. ^a %	Emphasis ^b			
			L %	M %	S %	
8. How to develop means and techniques for mutual sharing by supervising teacher and student of teaching and school duties	98	90	17	30	53	
9. How to plan for and conduct effective conferences with the student	100	96	5	23	72	
10. How to develop an effective schedule for conferences	95	83	40	30	30	55
11. How to evaluate the student's professional growth effectively	98	90	0	9	91	
12. How the supervising teacher can evaluate her own work with the student	95	83	23	41	36	
Ways of Guiding the <u>Student Teacher</u> in the Following:						
13. Becoming oriented to the community, its people, and facilities	96	85	46	34	20	
14. Developing effective observation techniques . . .	93	81	27	35	38	
15. Making effective use of observation reports . . .	76	71	31	43	26	
16. Developing short-range lesson plans	95	90	23	28	49	

TABLE 9--Continued

Topics Relating to Ways of Working with Student Teacher	Recom. ^a	Incl. ^a	Emphasis ^b		
			L	M	S
	%	%	%	%	%
17. Developing long-range plans	98	95	14	32	54
18. Developing plans for extra-class activities (assemblies, plays, etc.)	93	79	64	30	6
19. Developing effective techniques in classroom man- agement (keeping records, housekeeping, etc.) . . .	98	93	42	35	23
20. Keeping and making use of activity logs or records of experience	90	81	56	27	17
21. Observing and/or participating in school staff meetings	98	88	46	44	10
22. Observing and/or participating in system-wide meetings	93	71	57	31	12
23. Observing and/or participating in professional conferences and meetings	93	81	56	27	17
24. Observing and/or participating in the PTA	96	88	54	37	9
25. Developing effective attitude toward and techniques for self-evaluation	98	95	12	29	59
26. Observing and/or participating in conferences with parents	96	85	50	34	16

TABLE 9--Continued

Topics Relating to Ways of Working with Student Teacher	Recom. ^a %	Incl. ^a %	Emphasis ^b		
			L	M	S
			%	%	%
27. Meeting deficiencies in academic preparation (weaknesses in subject or curriculum areas)	81	68	50	38	12
28. Overcoming poor habits in regard to voice, speech, posture	95	79	32	40	28
29. Overcoming undesirable traits such as emotional instability, irresponsibility, etc.	88	74	23	41	36
30. Capitalizing upon his areas of strength	95	86	16	43	41
31. Developing effective methods of motivating pupils and situations for learning	98	90	9	34	57
32. Developing effective methods of pupil-teacher planning for both immediate and long-range activities	96	88	19	27	54
33. Developing methods of meeting individual differen- ces in pupils	98	90	15	40	45
34. Working with exceptional children	90	73	63	28	9
35. Developing effective procedures for working with small groups	98	85	32	48	20

TABLE 9--Continued

Topics Relating to Ways of Working with Student Teacher	Recom. ^a %	Incl. ^a %	Emphasis ^b		
			L	M	S
			%	%	%
36. Developing effective methods of discipline and control	98	91	20	37	43
37. Developing effective tests and devices for evaluating pupil learning	91	78	37	41	22
38. Giving and using the results of standardized tests	78	64	53	34	13
39. Setting up reasonable standards for himself . . .	88	83	35	39	26
40. Setting up reasonable standards for the pupils .	88	83	40	33	27
41. Using a variety of instructional materials and audio-visual equipment	91	79	34	40	26
42. Using a variety of instructional techniques . . .	95	86	14	31	55

^aPercentages of total population of 60.

^bPercentages of number including any topic;
L = Limited, M = Moderate, S = Strong.

of the student teacher to the total school environment and effective conference procedures are topics included by 96 per cent of the institutions and recommended by all of them. These items are also strongly emphasized in basic courses.

The problem of mutual sharing by teacher and student teacher of class and school duties is included by 90 per cent of the population and recommended by 98 per cent of the respondents. This topic is given strong to moderate emphasis. One institution reported that one-third of the course time is devoted to this item under the category, "Role dilemmas in the student teaching situation." Instructional methods involving long-range planning, motivation of pupils, teacher-pupil planning, and use of a variety of instructional techniques are also included, recommended, and given strong to moderate emphasis by the large majority of respondents.

A number of topics concerned with experiences usually provided student teachers in their teaching assignments receive only limited to moderate emphasis in the basic course. Orientation of the student teacher to the community, practices of classroom management, involvement of the student teacher in the PTA and parent-teacher conferences, and setting up reasonable standards for pupils, are in this category. A relatively low percentage of respondents (approximately 65 per cent) include the topics relating to methods of dealing with academic deficiencies of student teachers and the use of standardized tests by student teachers.

However, 80 per cent of the respondents recommend the inclusion of these topics. When included, the items are given limited to moderate emphasis.

Topics dealing with the development of plans for extra-curricular activities, student observation and/or participation in system-wide meetings, professional conferences, conferences with parents, and making and using activity logs are recommended for inclusion in the basic course by 90 to 93 per cent of the respondents and are actually included in 70 to 80 per cent of the courses. These topics, although included in the courses, evidently receive a limited amount of emphasis compared to other topics included.

The remainder of the topics included in the instrument were recommended and are included by 70 per cent or more of the institutions. No particular degree of emphasis for these topics was evident in the responses.

Additional Topics

Table 10 lists the topics which respondents added to the survey instrument. All of the topics listed received strong emphasis in the courses and are recommended for inclusion.

The additional topics listed are distinct items which do not appear in previous lists. Those topics which appeared to be related to those in the survey instrument were combined and reported with these topics.

TABLE 10

ADDITIONAL TOPICS REPORTED BY RESPONDENTS AS INCLUDED
AND STRONGLY EMPHASIZED IN BASIC COURSES IN
THE SUPERVISION OF STUDENT TEACHING

Topics	Number of Institutions Reporting
<u>General Topics:</u>	
The psychology of young adult students and their problems with reference to the total teacher education program	4
Learning theory as related to assuming the role of the teacher	1
The contributions that cooperating communities can make to the student teaching program . .	2
Standards that should be adhered to for effective student teaching programs	1
The responsibilities that State Departments of Education should assume for off-campus student teaching programs	1
The strengths and weaknesses of the student teaching program	1
Principles of human relations in student teaching	2
<u>Topics Relating to Ways of Working with Student Teachers:</u>	
What the student teacher should know about the supervising teacher	1
Methods of utilizing pupil evaluation of student teachers as a classroom teacher	1
Use of "bit teaching" as an induction procedure	1

Instructional Methods

Table 11 indicates the instructional methods used in the basic courses offered by 59 institutions. All of the methods listed, with the exception of debates, were recommended as effective for courses of this type by most of the institutions. Debates are used in only 7 per cent of the courses and are recommended as effective by 25 per cent of the respondents.

Several methods are used by a small percentage of the respondents but are highly recommended by those employing them. Symposiums, socio-drama, book reviews, tape recordings of conferences and meetings, and observation and participation in student teaching situations fall into this category. Several respondents wrote in the suggestion that the course should include observation of student teachers at work and other direct experiences with student teachers. However, a number of these respondents also commented that the scheduled time of the course prevented this practice and that efforts were being made to include them. Ten of the respondents which use resource persons in the basic course noted that student teachers are included in this category.

Of the respondents employing the lecture method, twenty specified that its use is limited. Several others suggest that the method is effective only in specific instances, such as occasional summaries of class activities and discussion of administrative policies involved in the

TABLE 11

INSTRUCTIONAL METHODS EMPLOYED AND THEIR EFFECTIVENESS
IN BASIC COURSES IN THE SUPERVISION
OF STUDENT TEACHING

Instructional Method	Used ^a %	Rating ^b	
		E-R %	I %
1. Cooperative development by group and instructor of content of course . . .	83	100	0
2. Panels	78	91	9
3. Symposiums	42	92	8
4. Debates	7	25	75
5. Buzz sessions	66	100	0
6. Socio-drama	36	100	0
7. Book reviews	37	86	14
8. Films	78	96	4
9. Tape recordings	39	91	9
10. Examination and/or discussion of supervising teacher handbook	85	100	0
11. Examination and/or discussion of supervising teacher handbook	71	100	0
12. Examination and/or discussion of student teacher reports or logs of experience	58	100	0
13. Examination and/or discussion of texts, periodicals, etc. in supervision of student teaching	81	98	2
14. Research papers	47	100	0

TABLE 11--Continued

Instructional Method	Used ^a	Rating ^b	
		E-R	I
	%	%	%
15. Observations of student-teaching situations	32	100	0
16. Directed participation in student teaching situations	29	100	0
17. Use of resource persons	88	96	4
18. Lectures	76	84	16

^aPercentage based on total population of 59.

^bPercentage based on number using each method;
E-R = Effective-Recommended; I = Ineffective.

student teaching program.

Additional Methods of Instruction

Methods of instruction which were added to the survey instrument are listed in Table 12. All were recommended for use in basic courses.

Three of the methods which were suggested as effective stress cooperative development by the class of supervisory materials, such as handbooks and student teacher evaluation forms, rather than review of materials already in use. Two of the respondents commented that this approach is very effective in familiarizing the supervising teachers with

TABLE 12

ADDITIONAL INSTRUCTIONAL METHODS USED AND RATED
AS EFFECTIVE-RECOMMENDED FOR BASIC COURSES
IN THE SUPERVISION OF STUDENT TEACHING

Instructional Method	Number of Institutions Reporting
Students develop supervisory handbook	7
Students develop student teacher rating sheet .	5
Student teacher panels utilized	5
Committee work on problems outlined by group, followed by report to class	5
Group conferences in class with student teachers	4
Individual or group projects for the purpose of developing helpful materials relating to supervision	2
Individual or group projects involving research with student teachers, followed by oral report	2
Use of textbooks dealing with the supervision of student teaching	2
Demonstrations of teaching methods desired . .	1
Reviews of written materials concerning student teachers, such as completed evaluation sheets	1
Involvement of class in the orientation of new supervising teachers and student teachers . .	1
Participation of class in revision of state handbook for supervisory personnel	1

the details of the student teaching program and that it also assures effective, continuous revision of materials.

Several other methods were reported as useful devices for making the basic course more functional. The use of student teachers as resource persons was described by one respondent as an excellent method of assuring coverage of the important, current problems which exist. The review of completed student teacher evaluation forms and reports regarding student teachers was recommended for the same purpose. Action research based upon actual experiences with student teachers was described as an effective approach to relating theory and practice.

The two respondents who reported the use of textbooks in the course pointed out that they are used as general resource materials in combination with a variety of other materials.

CHAPTER V

SUMMARY AND CONCLUSIONS

Modern programs of teacher education provide prospective teachers with a variety of pre-service experiences in classroom situations. The value of these experiences depends to a great degree on the competency of the supervising teacher. The continuous growth of student-teaching programs, particularly those using public school facilities, has caused a shortage of qualified personnel to serve in this capacity. The complexity of the supervisory function has further limited the number of teachers who may be used in student-teaching programs.

In an effort to secure and develop competent personnel, a growing number of institutions offer courses in the supervision of student teaching. There is evidence in the professional literature that this type of course is a promising approach to the problem. However, information needed for further development of these courses is limited.

For these reasons, a systematic study of basic courses was made. The specific purpose of the investigation was to analyze basic courses for supervisory personnel

and recommendations for such courses in terms of (1) desired outcomes, structure and administration (2) content and (3) methods.

The population for the study consisted of 267 institutions holding membership in the A.A.C.T.E. and offering graduate programs. Related studies listed twenty-eight institutions in this category which offered basic courses. A preliminary survey of the remaining institutions revealed the following information:

1. Basic courses were offered by sixty-nine (29%) of the 199 institutions which responded.
2. A definite need for a course of this type was reported by fifty-six (53%) of the respondents which did not offer a course. In this group, twenty-one institutions indicated that definite plans were made to offer a basic course.

The low incidence of basic courses and the strong recognition of need for courses served to stress the possible value of the study. Many respondents requested summaries of the results for use in developing or improving course programs.

A form designed to elicit the desired information was mailed to ninety-seven institutions. A total of seventy-five (77%) were returned. However, fifteen could not be used because the courses which were reported did not fall within the limits of the study or because responses were not

complete. A total of sixty instruments was used in the study.

Summary of Results

Operational Factors

Most of the basic courses in the supervision of student teaching have been instituted during the past ten years. The course is classified as a regular course by 55 per cent of the respondents, with the remainder using seminar, workshop, or mixed classifications. It is most often in the graduate category, with 2 or 3 credit hours allowed. In a large majority of cases, both elementary and secondary personnel are enrolled in a single course and this arrangement is highly recommended by respondents. However, in several instances where separate courses are offered for the two groups, respondents recognize distinct problems in the two areas and recommend separate courses.

Regular tuition is usually charged for the course. However, 78 per cent of the respondents, including those who do and do not charge regular fees, recommended that tuition be waived or reduced for this type of course. Six institutions which do not charge tuition finance the course through laboratory experience funds or rely on cooperative arrangements with the state or cooperating school systems.

With one exception, all of the respondents invite or permit the enrollment of various types of in-service or

potential supervisory personnel in the basic course. Potential or prospective supervising teachers, cooperating public school administrators, and all types of graduate students are enrolled. Respondents strongly recommended this practice because it (1) enables both administrative and teaching personnel involved in the student-teaching program to benefit from cooperative discussion of mutual problems, (2) helps to clarify roles and responsibilities, (3) aids in the recruitment of needed personnel and generally stimulates interest in the teacher education program, and (4) provides an effective orientation for new supervising teachers.

The large majority of respondents do not require their in-service or prospective supervising teachers to enroll in the course. Only five institutions reported the practice and one in this group recommended it. However, the remainder of the respondents in the study either recommended the requirement without qualification or suggested that the practice would be desirable. Many in the latter group cited factors such as absence of extra pay for supervising teachers and reduction in available personnel, which this requirement would entail, as obstacles to immediate adoption of the requirement.

Several types of state requirements for enrollment in the courses were mentioned by respondents, but only five of the thirty states represented in the study stipulate regulations in this regard. Two specifically require the basic

course as part of the certification process for supervising teachers. One state requires supervisory personnel operating in subsidized programs to enroll, and two others recommend the course as part of a required block of courses for certification of student-teaching supervisory personnel. Opinion was evenly divided as to the desirability of state requirements regarding enrollment.

A variety of professional services designed to assist supervisory personnel are offered in addition to the basic course. Periodic visits by college supervisors, various types of individual and group meetings between college and supervisory personnel, and the provision of helpful materials are the major types of devices employed.

Desired Outcomes and Effectiveness of the Course

The desired general outcomes of the basic course in the supervision of student teaching which were reported by a large majority (80% or more) of the respondents included (1) a better understanding by supervisory personnel of their function and role, (2) increased effectiveness of the supervising teacher in working with student teachers, (3) a better understanding by supervisory personnel of the total teacher education program and its purposes, and (4) increased cooperation and understanding between public school and college in preparing effective teachers. With few exceptions, the respondents indicated without qualification that these

objectives are accomplished. A small percentage reported they could not determine the extent to which the course was effective, and several did not respond to this item in the study.

A variety of methods are used to evaluate the course. The devices most often employed are (1) cooperative, verbal evaluations conducted at the end of the course by the instructor and the participants, (2) follow-up studies of course participants involving the use of interviews, questionnaires, and other devices for collection of evaluative evidence, (3) follow-up observations by college supervisors of those who took the course, and (4) written, anonymous evaluations of the course by the participants. These methods were also recommended as effective by most of the respondents.

Topical Content and Instructional Methods

The content of the basic course covers a wide range of topics. The topics which are included, recommended for inclusion in a large majority of cases, and given the most extensive coverage are:

1. The significance, objectives, and structure of each institution's total teacher education program and student-teaching program, including the role and responsibilities of the various personnel involved.

2. Criteria involved in the selection of supervising teachers.

3. The minimum proficiencies that should be expected of student teachers.

4. Methods of effectively orienting and inducting student-teachers in the total school situation, including consideration of what the supervising teacher should know about the student before his arrival.

5. Methods of planning and conducting effective conferences.

6. Methods of effectively evaluating student teacher's professional growth and guiding self-evaluation by the student teacher.

7. Methods of cooperatively sharing classroom and school duties with the student teacher.

8. Methods of guiding the student teacher in short and long-range planning, teacher-pupil planning, motivating pupil learning, using a variety of instructional techniques.

9. Source and availability of helpful supervisory materials.

The following topics receive generally moderate to limited coverage in most courses and are strongly recommended as significant:

1. General trends and aspects of teacher education in the United States.

2. Professional organizations concerned with teacher education.

3. Criteria for the selection of cooperating schools.

4. Administrative aspects of the student teaching program involving public school administrative staff.

5. (a) Assisting the student teacher in becoming oriented to the community, (b) guiding the student teacher in observing and participating in school staff meetings, (c) keeping and making use of activity logs, (d) capitalizing upon his areas of strength, (e) meeting individual differences in pupils, and (f) developing effective methods of classroom discipline and control.

Several other topics which are given relatively limited consideration but which are strongly recommended for inclusion relate to the guidance of students in (1) observation and/or participation in system-wide meetings, professional conferences, PTA, and conferences with parents, (2) developing plans for extra-class activities, (3) using standardized tests, (4) working with exceptional children, and (5) using logs of experiences. Methods of dealing with academic deficiencies of student teachers, and the criteria used in the selection of cooperating schools and college supervisors also receive limited emphasis but are recommended as significant.

Other topics which are included and recommended by the majority, but given varied emphases are:

1. Selection and retention practices in the teacher education program.

2. Mutual benefits derived by the cooperation of

public schools and colleges in preparing teachers.

3. Methods of self-evaluation for the supervising teacher.

4. (a) Developing student-teacher observation and conference schedules and (b) guiding observation and facilitating the use of observation reports.

5. (a) Assisting the student teacher in overcoming undesirable personal traits, (b) working with small groups, (c) using materials and equipment effectively, and (d) setting up reasonable standards for himself (the student teacher) and the pupils.

Several institutions stress other topics in the course which they regard as significant. The psychology of young adults is strongly emphasized in four of the courses. Some discuss the student-teaching program from a critical standpoint, and several emphasize the principles of human relations involved in its operation. Others discuss learning theory as it is related to the role of the teacher, the use of pupil evaluations of student teachers, "bit teaching" in the inductive process, and what the student teacher should know about the supervising teacher.

Instructional Methods

A variety of instructional methods are used in the basic course. Those used most often and recommended as effective involve the cooperative development of course

content. Specific methods employed in most courses are: (a) student panels, (b) buzz sessions, (c) films, discussion and development of handbooks and other helpful materials, (d) use of resource persons and periodic use of lectures. Other methods used less often but recommended as effective are (a) symposiums, (b) socio-drama, (c) book reviews, (d) recordings of meetings, conferences, etc., (e) research papers, and (f) direct experiences in student-teaching situations. Debates, seldom utilized, are generally rated as ineffective.

More extensive use of direct experiences in student-teaching situations and increased utilization of student teachers as resource persons in the course were urged by many respondents.

The use of textbooks seems to be limited, but they are recommended as useful in combination with other resource materials.

Planned Changes

Few changes are planned in the structure or operation of the courses. Planned revisions involve attempts to make the courses more functional. Several basic courses will be supplemented with "short courses," workshops, and advanced courses. The structure of one course program will be tightened through the use of a pre-determined, suggestive outline.

Conclusions

The following proposals concerning the basic course in the supervision of student teaching are based on the findings of this study and the suggestions found in related literature:

I. Administration of the Course

A. Enrollment requirements and tuition

1. State programs for the certification of supervising teachers should be established by each state. Within the framework of this program, the basic course should be part of the certification requirements. Because certification should make certified personnel eligible for professional and monetary advancement, tuition arrangements for the basic course should be the same as for other graduate courses.
2. If a program of certification is not in effect, the basic course should be offered as a required, tuition-free course for those participating in the student-teaching program. Prospective supervisors should be charged regular tuition, to be refunded upon participation in the program. Personnel from other institutions should be charged regular tuition. The financing of the course under this arrangement will depend on the contractual arrangements, if any, between the institution and cooperating systems. However, in cases where mutual funds are involved, the cost of course operation should be shared.

B. Credit allowed

The amount of credit allowed for the course will depend on individual credit systems. However, cooperating school systems should be urged to recognize the credit as applicable to any requirements for professional growth courses in effect in the system.

C. Structure and personnel enrolled

The basic course should be a single course designed for elementary, secondary, administrative, and college personnel. Within this course, provisions should be included for the consideration of each group's unique problems.

II. Desired Outcomes

The major objectives of the basic course should be:

- A. A better understanding by supervisory personnel of their functions and roles in the student teaching program.
- B. Increased effectiveness of the supervising teacher's work with student teachers.
- C. A better understanding of the total teacher education program and student teaching program by supervisory personnel.
- D. Increased cooperation and understanding between college and public school in the preparation of effective teachers.

III. Content

The topical content of the basic course will vary in the emphasis given particular items. However, based upon the results of this study and suggestions contained in the related literature, there seems to be a number of general aspects of student teaching supervision that should be considered in the basic course. The proposed framework for the course which is presented below lists the general items which are believed to be significant. Within this general framework, the detailed aspects of the topics may be given varied emphasis depending upon the particular problems of the students involved. (The preceding summary of findings indicates current patterns of emphasis.)

A. The Teacher Education Program

- 1. Objectives
- 2. Structure and administration
- 3. Significance of professional laboratory experiences

4. Standards governing the selection and retention of students.
5. Mutual contributions of the public school and institution to their programs.

B. The Student Teaching Program

1. Objectives of the program and its function in the teacher education program
2. Structure and operation
 - a. Roles and responsibilities of personnel involved
 - b. Standards involved
 - (1) Criteria for the selection of cooperating schools
 - (2) Criteria for the selection of supervising teachers
 - (3) Criteria for evaluating the student teaching program
3. Possible directions for improvement

C. The Student Teaching Experience

1. Preparing for student teachers by teacher and school
 - a. Preparing the class, school, and community
 - b. Information needed before the student arrives
2. Orientation of the student teacher
 - a. To the total school and community
 - b. To the classroom
3. Induction of the student teacher into the classroom program
 - a. Gradual assumption of general responsibilities
 - b. Gradual assumption of teaching responsibilities
 - c. Provisions for observation

D. General Techniques for Working with Student Teachers

1. Developing schedules (observation, conference, teaching, etc.)
2. Planning and conducting effective conferences
3. Sharing responsibilities with the student
4. Meeting personal and academic deficiencies of the student teacher
5. Guiding the student in capitalizing upon his strengths

6. Evaluating the student's professional growth and promoting self-evaluation on the part of the student
7. Developing techniques for self-evaluation by the supervising teacher

E. Guiding the Student Teacher in a Variety of Experiences

1. Classroom management
 - a. Discipline and control
 - b. Records and housekeeping
2. Planning
 - a. Short-range
 - b. Long-range
3. Instructional procedures
 - a. Motivating learning
 - b. Pupil-teacher planning
 - c. Meeting individual differences in pupils
 - d. Using a variety of instructional techniques
 - e. Using materials and audio-visual equipment effectively
 - f. Evaluating pupil learning
 - g. Working with small and large groups of pupils
4. Extra-class activities
 - a. Parent-teacher conferences
 - b. PTA
 - c. School staff meetings
 - d. System-wide meetings
 - e. Professional conferences and meetings

IV. Methods of Instruction

Cooperative development of course content within a general framework will assure a functional and realistic approach to the interests of the students enrolled. Buzz sessions during the early part of the course might point up the particular approaches to the general outline that would be profitable. Cooperative research into various problem areas could be carried on by small groups and reported to the group for discussion. Socio-drama, student panels of various types, and presentation of research papers are suggested as effective devices for use in this general procedure. The materials developed in class should be designed for later use on the job.

Lectures might be used periodically for the purpose of summarizing or presenting information concerning

policies involved in the operation of the student teaching program.

Resource persons, particularly student teachers and experienced supervising teachers and administrators, should be utilized extensively.

If possible, the course should include observation of and directed participation in actual student teaching situations.

V. Methods of Evaluating the Course

Evaluation of the course in terms of the desired outcomes might be accomplished in several ways. Both verbal and written evaluations by the participants at the end of the course are suggested for assessing the immediate values derived by the students and also for determining possible need for revisions. Follow-up studies of participants several months, one year, and two years after the course will provide a realistic evaluation of the results of the course. The studies should be carefully planned research projects, with information collected through the use of interviews, observations, and group meetings of those who took the course. General evaluations of the quality of supervision by student teachers should also be included in the evaluation.

Suggestions for Further Study

The particular type of course which was under investigation in this study is only one of the many possible approaches to the improvement of student teaching supervision. The results of this study, therefore, provide only a small part of the information that is needed for the development of comprehensive, professional improvement programs for student teaching supervisory personnel. This limitation suggests that additional research is needed for:

1. Determining the most effective types of courses beyond the basic course in the supervision of student

teaching and the most effective sequence of courses leading to certification of student teaching supervisory personnel.

2. Formulating principles relating to state participation in the preparation and certification of supervising teachers.

3. Determining the minimum personal and professional competencies needed for supervising student teaching and other professional laboratory experiences.

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APPENDIX

POSTAL CARD INQUIRY

Name _____ Title _____

Address _____

(Please check the appropriate responses below)

Part AWe offer a course in supervision of student
teaching ☐We are WILLING to cooperate in the study ☐We would prefer NOT to cooperate in the study .. ☐Part BWe do NOT offer a course in supervision of
student teaching ☐We recognize a definite need for such a course . ☐We definitely plan to offer such a course ☐

A STUDY OF COURSES IN THE SUPERVISION
OF STUDENT TEACHING

Dear Sir:

You have generously consented to respond to this checklist and opinionaire. The information provided by you will be used in developing a critical summary of existing and recommended practices in regard to the basic course in the supervision of student teaching. This study may have implications for other institutions which plan to offer such courses.

Some definitions may clarify the meaning of items appearing on the instrument. The term "course" refers to an officially listed, organized course of study which may be classified as a regular course, workshop, or seminar, and which is offered at regular intervals. The term "course," for purposes of this study, refers to the basic or "first" course offered by the institution for persons who guide the work of student teachers.

Several other definitions might be helpful. "Supervising teacher" refers to one who teaches children or youth and who also supervises student teaching. "College supervisor of student teaching" refers to the college or university representative who is responsible for supervising student teachers.

Your careful and accurate response to each item on the following pages will make a very real contribution to the purpose outlined above. The results from this study will be used by the College of Education, University of Oklahoma, in planning a course of this type. Also, a doctoral dissertation by the undersigned will be based on this investigation.

Please return the completed form by means of the air mail envelope provided. A prompt return would be greatly appreciated.

A summary of the results of the study will be made available to those who desire it.

Thank you for your interest and cooperation.

Edward B. Flynn, Jr.
Graduate Assistant
College of Education
University of Oklahoma

Your Name _____ Title _____

Name of Institution _____

SECTION I: TOPICS INCLUDED IN THE COURSE

INSTRUCTIONS: The following is a list of topics or areas of concern to supervising teachers. You are asked to respond to the check list below in the manner prescribed. Space is provided at the end of the section to add items or comments.

In column (1) a CHECK should indicate that a topic is RECOMMENDED for inclusion in this type of course.

In column (2) a CHECK should indicate that a topic is INCLUDED in the course.

If column (2) is checked for a topic, then please respond to column (3). A CHECK should indicate the emphasis given the topic in the course. (L = Limited, M = Moderate, S = Strong.)

(1) R	GENERAL TOPICS	(2) (3) I L M S			
		I	L	M	S
—	1. General trends and aspects of teacher education in the United States.	—	—	—	—
—	2. The institution's teacher education program, and the significance of professional laboratory experiences within its framework.	—	—	—	—
—	3. Specific objectives of the professional laboratory experience program of the institution.	—	—	—	—
—	4. Specific objectives of the student-teaching program of the institution.	—	—	—	—
—	5. Roles and responsibilities in the student-teaching program of the various people in the cooperating school system.	—	—	—	—
—	6. Roles and responsibilities in the student-teaching program of the various people on the institution's staff.	—	—	—	—
—	7. Criteria for the selection of communities to be utilized in the student-teaching program.	—	—	—	—

<u>(1)</u> R	<u>(2)</u> I	<u>(3)</u> L M S
— 8. Criteria for the selection of schools to be used in the student-teaching program.	—	— — —
— 9. Criteria for the selection of supervising teachers.	—	— — —
— 10. Criteria for the selection of college supervisors of student teachers.	—	— — —
— 11. Administrative aspects of the student-teaching program involving the public school administrative staff.	—	— — —
— 12. Administrative aspects of the student-teaching program involving the institutional administrative staff.	—	— — —
— 13. Benefits derived from having student teachers by the supervising teacher, the cooperating community, and the cooperating school.	—	— — —
— 14. Possible contributions the supervising teacher can make to the improvement of the student-teaching program.	—	— — —
— 15. Possible contributions the supervising teacher can make to the improvement of the total teacher education program.	—	— — —
— 16. Professional organizations concerned with the improvement of teacher education programs.	—	— — —
— 17. Source and availability of materials and literature helpful to the supervising teacher and other supervisory personnel.	—	— — —
— 18. The minimum proficiencies needed by student teachers.	—	— — —
— 19. Selection and retention practices in the teacher education program of the institution.	—	— — —

(1) R	TOPICS RELATING TO WAYS OF WORKING WITH STUDENT TEACHERS		(2) I	(3) L	M	S
—	1. What the supervising teacher should know about the student before his arrival.		—	—	—	—
—	2. How to prepare the total school, class, and community for the student teacher.		—	—	—	—
—	3. How to make the student teacher at home in the school with staff and pupils.		—	—	—	—
—	4. How to orient the student to the total school, its facilities, and program.		—	—	—	—
—	5. How to orient the student to the classroom in which he will work.		—	—	—	—
—	6. How to set up effective observation schedules.		—	—	—	—
—	7. How to effectively induct the student into the classroom program.		—	—	—	—
—	8. How to develop means and techniques for mutual sharing by supervising teacher and student of teaching and school duties.		—	—	—	—
—	9. How to plan for and conduct effective conferences with the student.		—	—	—	—
—	10. How to develop an effective schedule for conferences.		—	—	—	—
—	11. How to evaluate the student's professional growth effectively.		—	—	—	—
—	12. How the supervising teacher can evaluate her own work with the student.		—	—	—	—
WAYS OF GUIDING THE <u>STUDENT TEACHER</u> IN THE FOLLOWING:						
—	13. Becoming oriented to the community, its people, and facilities.		—	—	—	—
—	14. Developing effective observation techniques.		—	—	—	—

<u>(1)</u> R		<u>(2)</u> I	<u>(3)</u>			
			L	M	S	
—	15. Making effective use of observation reports.	—	—	—	—	
—	16. Developing short-range lesson plans.	—	—	—	—	
—	17. Developing long-range plans.	—	—	—	—	
—	18. Developing plans for extra-class activities (assemblies, plays, etc.)	—	—	—	—	
—	19. Developing effective techniques in classroom management (Keeping records, housekeeping, etc.).	—	—	—	—	
—	20. Keeping and making use of activity logs or records of experience.	—	—	—	—	
—	21. Observing and/or participating in school staff meetings.	—	—	—	—	
—	22. Observing and/or participating in system-wide meetings.	—	—	—	—	
—	23. Observing and/or participating in professional conferences and meetings.	—	—	—	—	
—	24. Observing and/or participating in the PTA.	—	—	—	—	
—	25. Developing effective attitude toward and techniques for self-evaluation.	—	—	—	—	
—	26. Observing and/or participating in conferences with parents.	—	—	—	—	
—	27. Meeting deficiencies in academic preparation (weaknesses in subject or curriculum areas).	—	—	—	—	
—	28. Overcoming poor habits in regard to voice, speech, posture.	—	—	—	—	
—	29. Overcoming undesirable traits such as emotional instability, irresponsibility, etc.	—	—	—	—	
—	30. Capitalizing upon his areas of strength.	—	—	—	—	
—	31. Developing effective methods of motivating pupils and situations for learning.	—	—	—	—	

<u>(1)</u> R	<u>(2)</u> <u>(3)</u>			
	I	L	M	S
— 32. Developing effective methods of pupil-teacher planning for both immediate and long-range activities.	—	—	—	—
— 33. Developing methods of meeting individual differences in pupils.	—	—	—	—
— 34. Working with exceptional children.	—	—	—	—
— 35. Developing effective procedures for working with small groups.	—	—	—	—
— 36. Developing effective methods of discipline and control.	—	—	—	—
— 37. Developing effective tests and devices for evaluating pupil learning.	—	—	—	—
— 38. Giving and using the results of standardized tests.	—	—	—	—
— 39. Setting up reasonable standards for himself.	—	—	—	—
— 40. Setting up reasonable standards for the pupils.	—	—	—	—
— 41. Using a variety of instructional materials and audio-visual equipment.	—	—	—	—
— 42. Using a variety of instructional techniques.	—	—	—	—
If you wish to add other topics of any nature, space is provided below:				
— 43.	—	—	—	—
— 44.	—	—	—	—
— 45.	—	—	—	—
— 46.	—	—	—	—
— 47.	—	—	—	—
— 48.	—	—	—	—

SECTION II: INSTRUCTIONAL METHODS EMPLOYED

INSTRUCTIONS: The following is a list of instructional methods which might be used in courses for student teaching supervisory personnel. You are asked to respond to the check list below in the manner prescribed.

In column (1) a CHECK should indicate that a method is used in the course.

Please check column (2) only if a method is utilized in the course. A CHECK should indicate your opinion as to its effectiveness as an instructional method in this type of course.

(I = Ineffective, E-R = Effective-Recommended).

	(1) U	(2) I E-R	
1. Cooperative development by group and instructor of content of course.	—	—	—
2. Panels	—	—	—
3. Symposium	—	—	—
4. Debates	—	—	—
5. Buzz sessions	—	—	—
6. Socio-drama	—	—	—
7. Book reviews	—	—	—
8. Films	—	—	—
9. Tape recordings	—	—	—
10. Examination and/or discussion of supervising teacher handbook.	—	—	—
11. Examination and/or discussion of student-teacher handbook.	—	—	—
12. Examination and/or discussion of student teacher reports or logs of experiences.	—	—	—
13. Examination and/or discussion of texts, periodicals, etc. in supervision.	—	—	—
14. Research papers.	—	—	—

	<u>(1)</u> U	<u>(2)</u> I E-R
15. Observations of student-teaching situations	___	___
16. Directed participation in student-teaching situations.	___	___
17. Use of resource persons.	___	___
18. Lectures.	___	___
In the space below list other items, if you wish:		
19.	___	___
20.	___	___
21.	___	___
22.	___	___
23.	___	___

SECTION III: GENERAL ASPECTS

INSTRUCTIONS: The questions listed below are designed to elicit information pertaining to general aspects of the course. You are asked to respond to each question.

When was the course initiated?

How is the course usually classified? (seminar, regular course, workshop, etc.)

Are separate courses offered for secondary and elementary supervisory personnel? _____
 What recommendations would you make in this regard?

How many credit hours are allowed for the course? _____
 How are the credit hours classified? (graduate, undergraduate, both of these, etc.)

What tuition, if any, is charged? _____
 What recommendations would you make in this regard?

If tuition is not charged what provisions for the course are made by the institution?

Besides supervising teachers, what other persons, if any, are invited or permitted to enroll in the course?

What recommendations would you make in this regard?

Is the course a requirement of the institution for supervising teachers who are participating or who will participate in the student-teaching program of the institution? _____
What recommendations would you make in this regard?

For what student teaching supervisory personnel, if any, does the state require the course? _____
What recommendations would you make in this regard?

What services and assistance are provided for the supervising teachers in addition to the course? (Meetings, study groups, materials, etc.)

What additional services would you recommend?

What are the desired outcomes of the course?

How is the course evaluated as to its effectiveness?
(Please indicate evidence used and how it is secured.)

What methods of evaluation would you recommend?

Has the course been effective in terms of the desired outcomes?

What significant changes, if any, do you plan to make in regard to the structure or operation of the course?

EDWARD B. FLYNN, JR.
College of Education
University of Oklahoma
Norman, Oklahoma

An investigation is being conducted to determine the nature of basic courses concerned specifically with the supervision of student teaching and designed for persons who guide student teachers. The primary purpose of the study is to develop a critical summary of existing and recommended practices found in the "first" or basic course of this type. The summary might serve as a guide for institutions wishing to develop a course in this area of need. In particular, the College of Education at the University of Oklahoma desires to make immediate use of the information in instituting a program in the near future. The results from this study are also to be part of a doctoral dissertation by the writer.

Institutions offering graduate programs and which are members of the American Association of Colleges for Teacher Education are being asked to participate in the study.

If your institution offers such a course, your interest and cooperation would be greatly appreciated. With permission, an instrument designed to elicit significant information concerning the course will be forwarded to the appropriate staff member, preferably the instructor of the course. (Time required for completion of the instrument is approximately 20 to 30 minutes.) The reply should be indicated on PART A of the enclosed air mail postal card.

If your institution does not offer such a course, a response to PART B of the postal card will contribute significant information to the study.

A prompt return would be greatly appreciated.

A summary of the study will be made available to those who desire it.

Thank you.

Signed:

Edward B. Flynn, Jr.
Graduate Assistant

INSTITUTIONS OFFERING GRADUATE STUDY IN THE
SUPERVISION OF STUDENT TEACHING¹

Arizona

Arizona State College

California

College of the Pacific

Florida

University of Florida
Florida State University
University of Miami
Stetson University

Georgia

Mercer University
Emory University
University of Georgia

Illinois

Illinois Normal University
Northern Illinois State
Teachers College

Indiana

Indiana State Teachers
College
Indiana University

Kansas

University of Kansas

Kentucky

University of Kentucky

Michigan

Michigan State College
Wayne University
Central Michigan College
of Education

Minnesota

University of Minnesota

Nebraska

University of Nebraska

New York

Adelphi College
Teachers College, Columbia
University
New York University

North Carolina

Appalachian State Teachers
College

North Dakota

University of North Dakota

Ohio

The Ohio State University

Tennessee

George Peabody College

Virginia

University of Virginia
Virginia State College

¹Margaret Lindsey, "The Status of College and University Courses and Programs for Supervisors of Student Teaching," Facilities for Professional Laboratory Experiences in Teacher Education, Thirty-third Yearbook of the A.S.T. (Lock Haven, Pa.: The Association, 1954), p. 217.

MEMBER INSTITUTIONS OF THE A.A.C.T.E. WHICH OFFER
THE BASIC COURSES DESCRIBED IN THIS STUDY

Alabama

Alabama Polytechnic Institute, Auburn

Arizona

Arizona State University, Tempe

Arkansas

Arkansas State College, Jonesboro

California

Chico State College, Chico
Fresno State College, Fresno
San Francisco State College, San Francisco
San Jose State College, San Jose
University of California, Berkeley

Colorado

Colorado State College, Greeley
University of Denver, Denver
Western State College of Colorado, Gunnison

Connecticut

New Haven State Teachers College, New Haven

District of Columbia

District of Columbia Teachers College, Washington

Florida

University of Miami, Coral Gables

Illinois

Illinois State Normal University, Normal
Northern Illinois University, DeKalb

Indiana

Ball State Teachers College, Muncie
Butler University, Indianapolis
DePauw University, Greencastle
Indiana State Teachers College, Terre Haute
Indiana University, Bloomington

Kansas

University of Kansas, Lawrence
University of Wichita, Wichita

Kentucky

Nazareth College, Louisville
University of Kentucky, Lexington

Louisiana

Louisiana State University, Baton Rouge
Southwestern Louisiana Institute, Lafayette

Massachusetts

Northeastern University, Boston
Wheelock College, Boston

Michigan

Central Michigan, Mt. Pleasant
Michigan State University, East Lansing
University of Michigan, Ann Arbor
Wayne State University, Detroit

Minnesota

Mankato State College, Mankato
Moorhead State College, Moorhead
University of Minnesota, Minneapolis

Mississippi

Mississippi College, Clinton

Montana

Eastern Montana College of Education, Billings

Nevada

University of Nevada, Reno

New York

State University of New York:
Teachers College at Cortland
Teachers College at Oneonta
Teachers College at Oswego
Syracuse University, Syracuse

North Carolina

Appalachian State Teachers College, Boone
North Carolina State College, Raleigh
Western Carolina College, Cullowhee
Women's College of the University of North Carolina,
Greensboro

North Dakota

University of North Dakota, Grand Forks

Ohio

Kent State University, Kent
The Ohio State University, Columbus

Oregon

Southern Oregon College, Ashland
University of Oregon, School of Education, Eugene

Pennsylvania

Pennsylvania State University, The, University Park

Rhode Island

Rhode Island College of Education, Providence

Tennessee

University of Tennessee, Knoxville

Texas

University of Texas, The, Austin
West Texas State College, Canyon

Washington

Eastern Washington College of Education, Cheney
Western Washington College of Education, Bellingham

Wisconsin

Marquette University, Milwaukee
Stout State College Menomonie