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TURNS, Tom G., 1936-
THE DETERMINATION AND EVALUATION OF PROFESSIONAL LABORATORY EXPERIENCES PRIOR TO STUDENT TEACHING.

The University of Oklahoma, Ph.D., 1970
Education, teacher training

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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

THE DETERMINATION AND EVALUATION OF PROFESSIONAL LABORATORY EXPERIENCES PRIOR TO STUDENT TEACHING

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF PHILOSOPHY

BY

TOM G. TURNS

Norman, Oklahoma

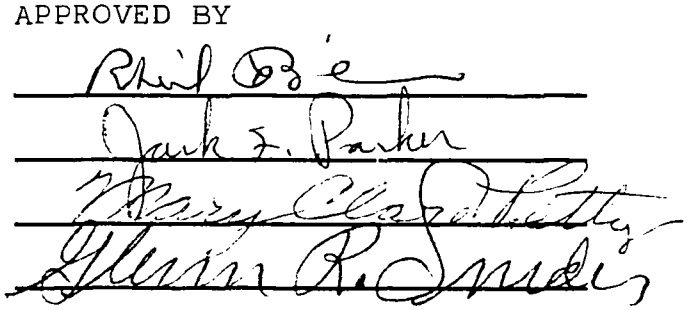
1970

THE DETERMINATION AND EVALUATION OF PROFESSIONAL

LABORATORY EXPERIENCES PRIOR

TO STUDENT TEACHING

APPROVED BY



DISSERTATION COMMITTEE

ACKNOWLEDGMENTS

The writer wishes to express sincere appreciation to his major professor and committee chairman, Dr. Robert F. Bibens, for his understanding, encouragement, and cooperation during the period of doctoral study. Appreciation and gratitude is also expressed to the other members of his advisory committee: Dr. Jack F. Parker, Dr. Mary Clare Petty, and Dr. Glenn R. Snider. All have given unselfishly of their time, and without their assistance, interest, encouragement, wise counsel, and criticism, this study would not have been possible.

Grateful appreciation is also extended to fellow doctoral students and other faculty and staff members in the College of Education at The University of Oklahoma with whom the writer has been closely associated. Their support and friendliness is acknowledged.

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THE DETERMINATION AND EVALUATION OF PROFESSIONAL LABORATORY EXPERIENCES PRIOR TO STUDENT TEACHING

CHAPTER I

THE STUDY

Background and Need for the Study

Laboratory experiences have been a part of the professional education of teachers for many years. These experiences, too often, have been limited to a single course in student teaching taken as the last in the sequence of professional education courses. However, during the past two decades, recommendations have been made that student teaching should be only one of many varied experiences which the student receives during his undergraduate preparation. The greater involvement of teacher education students is referred to by the comprehensive term, professional laboratory experiences. The Association for Student Teaching defines this term as follows:

> Professional laboratory experiences include all those contacts with children, youth, and adults (through observation, participation, and teaching) which make

> a direct contribution to an understanding of individuals and their guidance in the teaching-learning process.[1]

There is little disagreement as to the importance of student teaching in the overall preparation of teachers. Conant states that " . . . before being entrusted with complete control of a public school classroom, a teacher should have had opportunities under guidance and supervision actually to teach. . . ."[2] A review of the requirements for teacher certification will support this position. The specifics of the requirements vary, but student teaching is the one area of training that occurs most often in standards listed by the states. It is agreed by teachers, public school administrators, college and university staff members, state officials, and students that the novice teacher should begin to apply what he has learned in the college classroom under the supervision of a well-educated, experienced, and successful teacher.[3]

Student teaching, until recently, was regarded as that period of the training program in which the student

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[1]Garold D. Holstine, ed., Facilities for Professional Laboratory Experiences in Teacher Education, Thirty-third Yearbook of the Association for Student Teaching (Ann Arbor, Mich.: Edwards Brothers, Inc., 1954), p. 4.

[2]James B. Conant, The Education of American Teachers (New York: McGraw-Hill Book Company, Inc., 1963), p. 59.

[3]Robert B. Hayes, "Involving Teachers in Teacher Education," Professional Growth Inservice of the Supervising Teacher, Forty-fifth Yearbook of the Association for Student Teaching (Dubuque, Iowa: William C. Brown Company, Inc., 1966), p. 1.

applied what he had already learned. The assumption made was that learning to teach was a relatively simple task which could be learned by imitating an expert teacher. There was a correct method which emphasized the development of special skills and techniques. The student was merely taught to develop this correct method as his own.[1]

Even though student teaching is the single course in the professional sequence which is endorsed from one institution to another as being outstanding, most teachers agree that an insufficient amount of time is devoted to working with students in laboratory situations. The professionals in teacher education agree to the value of laboratory experiences, but departments and schools of education have been reluctant to meet the criticism that laboratory experiences are insufficient by allocating a greater proportion of work to laboratory courses.[2]

However, a change of attitude concerning the improvement of existing professional laboratory practices has become noticeable since 1945. Various movements forced teacher educators to take a more analytical view of their various

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[1]Donald M. Sharpe, "Professional Laboratory Experiences," in Teacher Education for a Free People, ed. by Donald P. Cottrell (Oneonta, N.Y.: American Association of Colleges for Teacher Education, 1956), pp. 190-191.

[2]Lindley J. Stiles, et al., Teacher Education in the United States (New York: The Ronald Press, 1960), p. 226.

programs. Watters and Halstead[1] have indicated that the following organizations have been most influential in effecting changes: (1) the Progressive Education Association with its philosophy of concern for the "whole child"; (2) the Association for Student Teaching which has sought to improve student teaching programs; (3) the National Commission on Teacher Education and Professional Standards with its emphasis on raising the standards of the teaching profession; and (4) the American Association of Teachers Colleges (now the American Association of Colleges for Teacher Education) through the publication of its study, School and Community Laboratory Experiences in Teacher Education.[2]

Much knowledge had been accumulated in the fields of psychology and human biology with regard to the nature of learning. Studies have indicated that "learning by doing" and active participation in meaningful situations are essential if effective learning is to take place. Professional practices, in most instances, however, have denied this principle by limiting direct experiences to a single course in student teaching taken after an extended theoretical study.[3]

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[1]Edith Watters and Jessie Mae Halstead, "Changes During Relatively Recent Years," The Outlook in Student Teaching, Forty-first Yearbook of the Association for Student Teaching (Dubuque, Iowa: William C. Brown Company, Inc., 1962), p. 27.

[2]John G. Flowers, et al., School and Community Laboratory Experiences in Teacher Education (Oneonta, N.Y.: American Association of Teachers Colleges, 1948).

[3]Ibid., p. 6.

This concept of learning, advocated by Dewey, Kilpatrick, and the Progressive Education Association, had a significant influence in the expansion of professional laboratory experiences.

The Association for Student Teaching also exerted an important influence in directing the thinking of those individuals who were concerned about providing adequate programs of professional laboratory experiences. The leaders of the organization devoted much time and energy in promoting and organizing conferences and writing for the various publications of the Association in an effort to bring about needed improvements.[1]

The National Commission on Teacher Education and Professional Standards, created by the National Education Association in 1946, has also been instrumental in developing better teacher education programs. Through state, regional, and national conferences, the organization has brought together many persons from the public schools and colleges who are interested in the problems of the teaching profession. These conferences have resulted in deliberations and actions which have upgraded all areas of the profession.[2]

The greatest impetus in the movement to improve the quality of professional laboratory experiences prior to

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[1] Watters and Halstead, op. cit., p. 29.

[2] Ibid., p. 30.

student teaching can be attributed to the publication, School and Community Laboratory Experiences in Teacher Education,[1] written by the Committee on Standards and Surveys of the American Association of Teachers Colleges. This group, cognizant of the need to improve standards in the development of practical and worthwhile programs of teacher education, formulated a set of nine priciples which should guide professional laboratory experiences. The adoption of Standard VI, Professional Laboratory Experiences, suggested, among other things, that direct experiences should be an integral part of the four- or five-year teacher program.[2] Since the American Association of Teachers Colleges was then the accrediting agency responsible for the evaluation of teacher education institutions, the adoption of Standard VI hastened the overall changes that became evident in many programs.[3]

In July, 1954, the National Council for Accreditation of Teacher Education assumed the task of the accrediting work which had previously been carried on by the American Association of Colleges for Teacher Education. One of the several areas in which the organization is concerned is the systematic

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[1]Flowers, op. cit.

[2]Margaret Lindsey, Leslie Mauth, and Edith Grotberg, Improving Laboratory Experiences in Teacher Education (New York: Bureau of Publications, Teachers College, Columbia University, 1959), p. 15.

[3]Watters and Halstead, op. cit., p. 29.

provision of professional laboratory experiences prior to student teaching. Although accreditation is voluntary for individual institutions, this organization has exerted widespread influence in the improvement of programs of professional laboratory experiences.

These influences on teacher education programs and the role of professional laboratory experiences prior to student teaching have been effective in initiating changes. Many institutions have made much progress in implementation while, on the other hand, many institutions are continuing to provide laboratory experiences with the single course in student teaching. McGeoch states that:

> . . . while differences among teacher-preparing institutions are very great, many similarities exist. Programs developed for use in one situation may well be suggestive of related procedures appropriate to other conditions. Ways of working which have been found effective by one staff group often have important implications for others who are attempting to move in a like direction.[1]

There is a need, therefore, to determine and evaluate the current status of professional laboratory experiences provided prior to student teaching. The results of such investigation would have important implications for institutions which are attempting to move in this direction.

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[1]Dorothy M. McGeoch, Direct Experiences in Teacher Education (New York: Bureau of Publications, Teachers College, Columbia University, 1959), p. 6.

Purpose of the Study

The purpose of this study was to determine and evaluate the current status of professional laboratory experiences prior to student teaching in selected teacher education institutions in the United States. Information regarding professional laboratory experiences could be useful to institutions which are desirous of improving their teacher education programs with the inclusion of similar experiences.

Statement of the Problem

The problem of this investigation was to determine and evaluate the particular aspects of pre-student teaching professional laboratory experiences provided for the undergraduate education of secondary teachers in selected teacher education institutions. More specifically, the study was broken down into the following sub-problems:

1. The development of appropriate evaluative criteria based on the professional literature.

2. The determination of current practices of professional laboratory experiences prior to student teaching in the institutions through the use of a questionnaire based on the criteria.

3. The evaluation of current practices of professional laboratory experiences prior to student teaching through the use of the criteria established and the formulation of recommendations.

Limitations of the Study

This study was limited to an examination of only the pre-student teaching professional laboratory experiences in the undergraduate preparation of secondary teachers in selected teacher education institutions. The institutions selected for investigation were the 444 institutions which were accredited by the National Council for Accreditation of Teacher Education in the area of undergraduate secondary teacher education for the 1968-1969 school year.

It was further limited by the following assumptions basic to this study:

1. That the professional literature is a defensible source of statements with implications for the evaluation of current practices of professional laboratory experiences prior to student teaching.

2. That these statements provide a satisfactory basis for the development of criteria for the evaluation of professional laboratory experiences prior to student teaching.

3. That current practices of professional laboratory experiences prior to student teaching provided by teacher education institutions can be determined through a questionnaire completed by the director of student teaching.

Definition of Terms

The terms used in this study are defined in the bulletin on terminology published by the Association for

Student Teaching, Selected Terminology.[1] These terms have generally accepted meanings to workers in teacher education. To avoid confusion in the understanding of the study, the most important terms are defined below:

Professional Laboratory Experiences: All those contacts with children, youth, and adults in school and community (through observation, participation, and teaching), which make a direct contribution to an understanding of individuals and their guidance in the teaching-learning process.

Directed Observation: All professional observations which have been planned, supervised, and evaluated.

Participation: Those experiences of the college student in which he is assisting and working with the regular classroom teacher in teaching activities. This is a part of pre-student teaching and student teaching.

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.

Student Teacher: The college student who is doing student teaching.

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

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[1]Association for Student Teaching, Selected Terminology in the Field of Professional Laboratory Experiences in Teacher Education (Washington, D.C.: Association for Student Teaching), pp. 1-3.

College or University Supervisor of Student Teaching: The college representative who is responsible for supervising a student teacher or a group of student teachers.

Coordinator or Director of Professional Laboratory Experiences: The person designated by the college with administrative responsibility for organizing and coordinating the college's program of professional laboratory experiences including student teaching.

Coordinator or Director of Student Teaching: The person designated by the college with administrative responsibility for organizing and coordinating the college's total program of student teaching.

Campus or Off-Campus Laboratory School: A school which is controlled and supported (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.

For the purposes of this study, the term professional laboratory experiences prior to student teaching includes all contacts through observation and participation. The two terms, professional laboratory experiences prior to student

teaching and pre-student teaching professional laboratory experiences have identical meanings.

Procedure

The descriptive-survey method of investigation was used in this study. Good[1] stated that this method is useful when securing information pertaining to an existing or current condition. He further stated that a descriptive study may involve the procedures of analysis and classification of data. He indicated that adequate survey data in the hands of a competent investigator can be useful for forward-looking purposes. This method of research has been evaluated as appropriate for a study which seeks to ascertain the prevailing conditions and compare them with established criteria. More specifically, the method of investigation employed in this study was described by Haskew.[2] The steps which he has listed are as follows: (1) the establishment of criteria for a current practice or procedure through a composite judgment of authorities and practitioners; (2) the employment of the established criteria to analyze a given program; (3) the securing of evidence and opinions as to the attainment of each criterion in a particular situation; and (4) the compilation of a summary of current attainment.

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[1]Carter V. Good, Introduction to Educational Research (New York: Appleton-Century-Crofts, Inc., 1959), p. 167.

[2]L. D. Haskew, "Preservice Preparation of Teachers," Review of Educational Research, XIX (June, 1949), p. 201.

The procedure employed in the implementation of this study is outlined below:

The first step in this study was to review the available literature as a basis for establishing criteria for evaluating programs of professional laboratory experiences prior to student teaching.

The second step was to establish criteria for evaluating programs of professional laboratory experiences prior to student teaching.

The third step was to construct a study questionnaire from the established evaluative criteria. The questionnaire which was prepared was submitted to a panel of judges who offered criticism concerning the format and content of the instrument.

The fourth step was to compile a list of the institutions which were surveyed in the study. The institutions asked to participate in the study were all those accredited by the National Council for Accreditation of Teacher Education in the area of undergraduate secondary teacher education during the 1968-1969 school year.

The fifth step was to mail the questionnaires to the director of student teaching in each institution.

The sixth step was to report the responses to the questionnaire in descriptive form and tables listing raw frequencies and percentages.

The seventh step was to evaluate the current programs of pre-student teaching professional laboratory experiences through the use of the evaluative criteria previously established.

The last step was to present the summary, conclusions, and recommendations based on an analysis, interpretation, and evaluation of the data.

Establishment of Criteria

The first step in the study was to review the available literature as a basis for the establishment of criteria to evaluate existing practices of professional laboratory experiences provided prior to student teaching. As the literature was reviewed, all statements found which had implications for evaluation and their sources were recorded. The following literature was reviewed:

Yearbooks and bulletins published by the Association for Student Teaching.

Yearbooks and other publications of the American Association of Colleges for Teacher Education.

Statements by the National Council for Accreditation of Teacher Education in Standards for Accreditation of Teacher Education.[1]

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[1]National Council for Accreditation of Teacher Education, Standards for Accreditation of Teacher Education (Washington, D.C.: National Council for Accreditation of Teacher Education, 1960).

Textbooks in the area of student teaching, professional laboratory experiences, and teacher education in general.

Articles written in the professional journals concerning student teaching, professional laboratory experiences, and teacher education in general.

Doctoral dissertations concerning student teaching and professional laboratory experiences prior to student teaching.

Reports from the regional and national conferences of the National Commission on Teacher Education and Professional Standards.

A complete list of these sources is in Appendix A. After the literature had been reviewed and similar statements had been combined, forty-two statements with implications for evaluating professional laboratory experiences prior to student teaching were recorded. Each statement was assigned a code number representing the general source in which the statement was found. The complete list of statements with implications for evaluating professional laboratory experiences prior to student teaching is also in Appendix A.

Statements which appeared in two or more different general sources were retained as criteria, provided one of the general sources was either a publication of the Association for Student Teaching or the American Association of Colleges for Teacher Education. The rationale for this

decision was that these two organizations represented authoritative sources of information and that their publications accurately reflected the opinions of leaders in the movement to include better programs of professional laboratory experiences. Editing and combining similar statements resulted in the identification of fifteen criteria. A complete documentation of each criterion statement, listing each general source and the individual entry and page number within that source, is in Appendix A.

Evaluative Criteria

The evaluative criteria developed for use in this study are as follows:

Criterion 1.--Professional laboratory experiences prior to student teaching should be provided for each teacher education student as a part of the overall program of undergraduate preparation.

Criterion 2.--Professional laboratory experiences should be an integral part of each year of undergraduate training.

Criterion 3.--Professional laboratory experiences prior to student teaching should not be provided in a separate course in observation and participation; rather, these experiences should be provided as an integral part of courses in professional education and academic specialization.

Criterion 4.--Professional laboratory experiences prior to student teaching should be cooperatively planned by

the college instructor, public school or campus laboratory school teacher, and the college student.

Criterion 5.--Professional laboratory experiences prior to student teaching should be under the direction of the instructor teaching the college course for which the experiences are required.

Criterion 6.--The instructional load of the college staff members involved should be adjusted to include activities with students in professional laboratory experiences.

Criterion 7.--There should be an agreement in writing between the teacher education institution and the cooperating schools and community agencies concerning professional laboratory experiences prior to student teaching.

Criterion 8.--Students should be prepared in advance for professional laboratory experiences.

Criterion 9.--Follow-up discussions should be conducted after professional laboratory experiences.

Criterion 10.--Professional laboratory experiences prior to student teaching should be planned on the basis of the individual differences and experiences of each teacher education student.

Criterion 11.--Closed-circuit television and video tapes should be used for observing classes.

Criterion 12.--Professional laboratory experiences prior to student teaching should include the full range of activities of today's teacher.

Criterion 13.--Professional laboratory experiences prior to student teaching should be held in representative schools with non-selected students. These schools should have differing administrative and curriculum organizations and should have students of varying abilities, home backgrounds, and socio-economic levels.

Criterion 14.--The supervision of professional laboratory experiences prior to student teaching should be the joint responsibility of the laboratory school or community agency personnel and the college personnel.

Criterion 15.--Professional laboratory experiences prior to student teaching should be evaluated jointly by the instructor of the college class, the teacher of the class being observed, and the student engaging in the experiences.

Collection of the Data

A study questionnaire based on the fifteen criteria was developed and used to collect the data. Rummel[1] stated that one of the primary uses of the questionnaire method of investigation is to determine the status of current practices. The questionnaire method of investigation, rather than the observation or the interview method, was also selected because data were to be collected from many institutions covering a wide geographical area.

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[1] J. Francis Rummel, An Introduction to Research Procedures in Education (New York: Harper and Brothers, Publishers, 1958), p. 87.

A questionnaire of thirty-three items was designed and presented to a group for evaluation of format and clarity of statements. The group included five faculty members and five doctoral students with experience in student teaching supervision. Suggestions were given and appropriate revisions were made before the questionnaire was printed in final form. A complete copy of the questionnaire is in Appendix B.

Parten[1] has stated that it is desirable to use a color of paper which will attract the attention of each recipient of a mailed questionnaire. She referred to a marketing study in which questionnaires printed on yellow or pink paper were most effective in securing a high percentage of returns. For this reason, the questionnaire used in the study was printed on yellow paper.

Questionnaires were mailed to directors of student teaching in the 444 institutions which were accredited by the National Council for Accreditation of Teacher Education in the area of undergraduate secondary teacher education for the 1968-1969 school year. The first mailing, which included a cover letter, the questionnaire, and a stamped, self-addressed envelope, was made of November 6, 1969. Two follow-up mailings were made. The first was also to directors of student teaching. The second was to Association for Student Teaching members whose names were in the latest membership

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[1]Mildred Parten, Surveys, Polls, and Samples: Practical Procedures (New York: Cooper Square Publishers, Inc., 1966), p. 161.

directory of the Association. Copies of the letters of transmittal are in Appendix C.

Treatment of the Data

The data obtained from the 422 institutions responding to the questionnaire were tabulated. The information is presented in tables and descriptive form in Chapter III. The findings were evaluated using the criteria previously established. The evaluations are also presented in Chapter III.

Organization of the Study

The report of the study is organized into four chapters. The first chapter contains a description of the study, including the background and need, purpose, and the statement of the problem. It also includes the limitations of the study, definition of terms, and the procedure used in the study.

A review of pertinent research and literature related to professional laboratory experiences prior to student teaching are presented in Chapter II. The presentation of the responses to the questionnaire and an analysis, interpretation, and evaluation of the data are reported in Chapter III. The summary of the study, conclusions, and recommerdations are presented in Chapter IV.

CHAPTER II

REVIEW OF RELATED LITERATURE

Professional literature concerning laboratory experiences prior to student teaching was practically non-existent before 1948. In that year, the Committee on Standards and Surveys of the American Association of Teachers Colleges published a report, School and Community Laboratory Experiences in Teacher Education.[1] Nine principles were set forth seriously questioning some of the methods of providing laboratory experiences practiced in many institutions. Five of these principles contained implications for experiences prior to student teaching. Because of the status of the American Association of Teachers Colleges as an accrediting agency in teacher education, these principles were given much consideration as various institutions sought to improve programs and practices.

Before 1948, many articles appeared in the professional journals related to laboratory experiences and direct experience in teacher education, but for the most part, they

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

were concerned primarily with student teaching practices. Student teaching, as a common part of teacher education programs, was relatively new during the 1920's and 1930's, and very little attention was given to necessary and worthwhile laboratory experiences which should precede student teaching. However, during this time, there were those who did advocate such experiences. For example, Armentrout, in 1924, wrote of the necessity of observation and participation prior to student teaching in the training of teachers. He stated:

> This principle of observation and participation in the activity being learned is most applicable to the professional preparation of teachers for the public schools. . . . It is clearly desirable for pre-service teachers to be actually initiated into as many of their characteristic responsibilities as possible; to observe expert teaching in as many of their future subjects as possible; to come in direct contact with the several important phases of the teaching process before they begin their student teaching.[1]

Smith made a similar plea for direct experience prior to student teaching in an article written in 1929. At the time of this publication, he was principal of the Paterson Normal School in Paterson, New Jersey. He wanted to advance and organize a plan of teacher training that seemed both scientific and professional. He stated:

> The lecture--talking teaching--is not only out of place, it is an actual menace, except as a capstone to personal exploration and experience, that

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[1]W. D. Armentrout, "Making Observations Effective for Teachers in Training," Educational Administration and Supervision, X (May, 1924), p. 287.

> is, to objective study. Students are to "live" teaching throughout their course, not merely hear about or read about teaching.[1]

The year, 1948, represents the time when new thought and new emphasis were given to professional laboratory experiences prior to student teaching. Since that year was a milestone in laboratory experiences prior to student teaching, only that pertinent literature which has been published since 1948 has been reviewed in this chapter. The review of the literature falls into two general categories: 1) related research since 1948; and 2) related literature since 1948. As the literature was reviewed, a thorough search was made for statements which had implications for developing criteria for the evaluation of professional laboratory experiences prior to student teaching. These statements, with appropriate documentation, are in Appendix A.

Related Research Since 1948

Flowers Report

The first major study concerning professional laboratory experiences prior to student teaching was conducted by the Committee on Standards and Surveys of the American Association of Teachers Colleges. This organization, at the time, was the major accrediting agency of teacher education institutions, and a subcommittee was appointed in 1945 to make

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[1] F. W. Smith, "Laboratory Principles in Teacher Training," School and Society, XXX (November 9, 1929), p. 652.

recommendations for the revision of Standard VI, "The Training Schools and Student Teaching." This subcommittee was composed of John G. Flowers, chairman, Allen D. Patterson, and Florence B. Stratemeyer. They published the completed report in 1948, School and Community Laboratory Experiences in Teacher Education,[1] commonly referred to as the Flowers Report.

The subcommittee developed a basic set of principles or "guide lines" which should, in their opinions, govern firsthand experiences. Nine principles were agreed on, and a questionnaire was then constructed which incorporated these principles. Four of the nine principles identified by the group dealt with professional laboratory experiences prior to student teaching. They are as follows:

I. The particular contribution of professional laboratory experiences (including student teaching) to the education of teachers is three-fold: (1) an opportunity to implement theory--both to study the pragmatic value of theory and to check with the student his understanding of the theory in application; (2) a field of activity which, through raising questions and problems, helps the student to see his needs for further study; and (3) an opportunity to study with the student his ability to function effectively when guiding actual teaching-learning situations.

II. The nature and extent of professional laboratory experiences should be planned in terms of the abilities and needs of the student and should be an integral part of the total program of guidance.

III. Professional laboratory experiences should provide guided contact with children and youth of differing abilities and maturity levels and of

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[1]Flowers, op. cit.

differing socio-economic backgrounds for a period of time sufficient to contribute to functional understanding of human growth and development.

V. Professional laboratory experiences should be cooperatively developed by the student and his advisers. Adequate supervision and guidance should be provided through the cooperative efforts of laboratory and college staff members.

VIII. Physical facilities should be adequate to provide a range of first-hand experiences with children, youth, and adults in varied home, school, and community situations.[1]

The questionnaire developed was sent to the 182 member institutions of the Association. Also included in the survey were fifty liberal arts colleges which were considered to have promising programs in teacher preparation. The questionnaire sought information regarding current practices as well as anticipated practices. Completed questionnaires were received from 157 of the American Association of Teachers Colleges member institutions, and from 23 of the 50 liberal arts colleges. However, the committee decided that the 23 replies from the liberal arts colleges did not adequately represent the programs of teacher education in these institutions. For this reason, the replies from them were not used in presenting the quantitative results in the report.

With reference to the parts of the questionnaire dealing with the professional laboratory experiences in which students participated prior to student teaching, the data revealed the following:

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[1] Ibid., pp. 64-65.

1. Opportunities for professional laboratory experiences prior to student teaching are relatively uncommon.
2. In most situations professional laboratory experiences prior to student teaching emphasize observation. This observation activity has these features as indicated by the data:
   a. Most often done as a part of professional courses--seldom in connection with academic courses
   b. Generally done in class groups--infrequently on the basis of individual assignments
   c. Usually confined to school situations and, in most cases, to the campus school
   d. Usually guided by the laboratory teacher
3. There is experimentation in the direction of providing for active participation in professional laboratory experiences prior to student teaching. This movement is accompanied by: (a) provision for more time in the program for laboratory activities; (b) inclusion of such activities in general education courses; (c) planning in terms of individual needs and abilities; (d) provision for a wider range of activities; and (e) cooperative guidance of students by college and laboratory teachers.
4. The amount of time required in professional laboratory experiences prior to student teaching differs widely among member institutions, some reporting none and others indicating as much as 350 clock hours.[1]

From the findings of the survey, the subcommittee developed important recommendations which they felt should be considered in planning professional laboratory experiences prior to student teaching. They recommended: (1) the initial contacts with new areas of learning should require participation in laboratory experiences rather than observation only; (2) the kind of active participation advocated requires continuity in the study of a given laboratory situation; (3) the

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[1] Ibid., pp. 66-67.

assignment to a particular laboratory experience will vary with individuals and their stage of development as well as with the nature and complexity of the experience; (4) laboratory experiences should be selected and guided to meet the needs of the individual student in terms of giving meanings to concepts being developed in college classrooms; (5) laboratory experiences should include a wide range of activities within the school and the community and with individuals and groups of varied abilities and backgrounds; and (6) laboratory experiences prior to student teaching should be integrated with other parts of the college program.

Doctoral Studies

The publication of the Flowers Report in 1948 influenced many graduate students to conduct doctoral investigations in the area of professional laboratory experiences. This was especially evident during the decade of the 1950's. Many of these studies, even though they were primarily concerned with other areas of the teacher education program, contained implications and recommendations for professional laboratory experiences prior to student teaching. Only those doctoral dissertations, however, which specifically dealt with professional laboratory experiences prior to student teaching have been included in this section.

Black,[1] in 1953, conducted a study of laboratory experiences in the professional education of secondary teachers in six institutions in Florida. The findings indicated that no institution had adequate facilities for providing a wide range of laboratory activities for all students and that most experiences in which students engaged prior to student teaching were observations rather than participation, which was usually of a voluntary nature. She also found that the administration and supervision of laboratory experiences were more adequate during the student teaching period than prior to student teaching. Most students did state that they considered all activities in which they had participated to be profitable. She provided the following suggestions for improving laboratory experiences prior to student teaching:

> (1) to exploit the available facilities to their fullest extent; (2) to provide that each student have laboratory experiences planned in terms of his past experiences and present needs; (3) to recognize and capitalize upon previous experiences of students; (4) to study the experiences being offered elsewhere in order that neglected areas which might benefit their programs be discovered; (5) to make laboratory experiences an integral part of the total pre-service programs of professional education; (6) to enable each instructor to discover those experiences of greater potential value and expand both their use and the purposes which they serve; and (7) to provide that all persons concerned work more closely in planning laboratory programs.[2]

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[1]Marian Watkins Black, "Laboratory Experiences for Undergraduates in Secondary Education in Selected, Florida, Teacher-Education Institutions," (unpublished Ph.D. dissertation, Northwestern University, 1953), Dissertation Abstracts, XIII (No. 5-6, 1953), pp. 1098-1099.

[2]Ibid.

In another investigation made in 1953, Callahan[1] attempted to determine the nature and extent of firsthand experiences prior to student teaching. He examined in detail the programs of 36 institutions which had been identified as having extensive programs of non-student teaching firsthand experiences. The data tabulated from the responses to a questionnaire revealed the following: (1) these institutions predominately vested the responsibilities for planning experiences in individual instructors teaching courses in the professional sequence; (2) firsthand experiences were generally given greatest emphasis during the junior year; and (3) these institutions utilized public school facilities for experiences prior to student teaching.

Callahan recommended that: (1) individual instructors teaching courses in professional education should be responsible for the detailed organization of firsthand experiences within courses; (2) full utilization should be made of available staff and institution, school, and community resources; (3) students should have access to both on-campus and to off-campus facilities for observation and participation; (4) all professional education courses should be correlated with firsthand experiences; (5) there should be a gradual intensification of experiences culminating with student teaching;

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[1]Sterling Grundy Callahan, "The Role of Non-Student Teaching Firsthand Experiences in Selected Teacher Education Institutions" (unpublished Ed.D. dissertation, University of Virginia, 1953), Dissertation Abstracts, XIV (No. 5-9, 1954), pp. 1047-1048.

(6) adequate readying procedures should precede observations, with group discussions following; and (7) students should be permitted to select a large share of experiences related to their personal needs.

A study was conducted by Jones[1] to determine the relationship between success in student teaching and the various types of pre-student teaching laboratory experiences. In this investigation, it was found that all types of pre-student teaching laboratory experiences considered in the study were conducive to success in student teaching. She determined that those experiences which had the greatest carry-over value into student teaching had the following general characteristics: (1) an opportunity to assume responsibility; (2) an opportunity to assume leadership; (3) an opportunity to participate in activities of the role of the teacher; (4) adequate guidance, preparation, and follow-up; and (5) an opportunity to integrate theory and practice.

An investigation similar to that of Jones' was completed by Colvin[2] in 1958. She developed a series of professional laboratory experiences prior to student teaching

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[1]Isabel Fleming Jones, "A Study of the Relationship of Various Types of Pre-Student Teaching Experiences to Success in Student Teaching" (unpublished Ed.D. dissertation, University of Virginia, 1955), Dissertation Abstracts, XVI (No. 1-4, 1956), p. 709.

[2]Cynthia M. Colvin, "Achieving Readiness for Student Teaching Through Direct Experience" (unpublished Ed.D. dissertation, Wayne State University, 1958), Dissertation Abstracts, XIX (No. 10-12, 1959), p. 3229.

which would enable students to increase their readiness for student teaching. The results of the study indicated that students in the program showed professional growth, even though differences were noticeable in the degree of understanding and extent of competence revealed. Most of the students displayed less anxiety about student teaching and were more eager to assume a greater responsibility for working with students.

The relationship between success in student teaching and pre-student teaching laboratory experiences was the subject of a third doctoral study. Edualino,[1] also in 1958, concluded that the more opportunities a student has to engage in pre-student teaching laboratory experiences, the less frequent is the likelihood of problems occurring related to instructional methods and understanding of objectives in particular subjects. He also found that students with more hours of experience with children prior to student teaching had fewer problems related to classroom management and discipline and were more satisfied with their student teaching. It is interesting to note that Edualino found that the role which the student had played and the extent of supervision received in the pre-student teaching laboratory experiences did not influence his success or his satisfaction as a student teacher.

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[1]Emilio Quial Edualino, "The Relationship Between Successful Student Teaching and Pre-Student Teaching Experiences With Children" (unpublished Ph.D. dissertation, University of Michigan, 1958), Dissertation Abstracts, XIX (No. 1-3, 1958), p. 486.

A thorough investigation of the professional laboratory experiences provided prior to student teaching for students preparing to be secondary school teachers was conducted by Frantz.[1] He utilized a seventeen-page questionnaire to obtain a description of the professional laboratory experiences provided in the institutions which held membership in the American Association of Colleges for Teacher Education. Replies were received from 71.5 per cent of the institutions asked to participate in the study, and the findings showed that professional laboratory experiences prior to student teaching were widely accepted as a part of the training of prospective secondary teachers. Among the conclusions made by Frantz are the following: (1) experiences involving school groups are considerably more frequent than those involving non-school groups; (2) most experiences are concentrated in the junior and senior years with almost no experiences provided during the freshman year; (3) more institutions offering professional laboratory experiences require them rather than permit them to be elective; (4) these experiences are usually a part of regular course work rather than a separate experience; (5) most experiences are confined to courses in professional education; (6) experiences involving

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[1]Merlin Levine Frantz, "An Analysis of Professional Laboratory Experiences Provided Prior to Student Teaching for Students Preparing to be Secondary School Teachers" (unpublished Ed.D. dissertation, The University of Nebraska Teachers College, 1959), Dissertation Abstracts, XX (No. 1-2, 1959), pp. 211-212.

school groups take place most frequently in the public schools; (7) professional laboratory experiences prior to student teaching are cooperatively supervised and evaluated by personnel from the institution and the school or agency involved; and (8) the amount of time spent by each student in professional laboratory experiences is quite limited, but the size of the institution has little or no influence on the number of experiences provided or the time spent in them.

The value of observing classroom instruction by closed-circuit television was the subject of an investigation by Voorhies.[1] The college classes involved made these observations at the campus laboratory school operated by Indiana University. He concluded that there were advantages in both direct observations and observations via closed-circuit television. He also discovered that, for the most part, college students accepted the use of closed-circuit television for observing classroom instruction and they judged it to be an effective alternative and/or supplement to direct observation.

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[1]William Thompson Voorhies, "An Analysis of Pupil and College Student Opinions Concerning the Use of Closed-Circuit Television for Observation of Classroom Instruction at Indiana University" (unpublished Ed.D. dissertation, Indiana University, 1960), Dissertation Abstracts, XXI (No. 1-3, 1960), p. 558.

A study was made by Kugler[1] at The University of Nebraska Teachers College in 1961 to ascertain the value of required observations as a part of two courses in the professional sequence. The objectives of the observations were stated as giving students an opportunity to observe theory put into practice, to prepare students for student teaching, and to understand teacher-pupil rapport. The participants in the investigation rated the observations as very valuable, and they agreed that the observations should be a part of their teacher education program. The number of observations was considered ample, but they felt that the number should be increased at the request of individual students. They did state, however, that a weakness of the program was the failure to provide meaningful follow-up discussions and activities.

In 1962, Halfaker[2] conducted an investigation to determine the pre-student teaching professional laboratory experiences provided for prospective secondary school teachers in selected teacher education institutions. He analyzed the

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[1]Edgar Merrill Kugler, "An Analysis of the School Observation Program Included as a Part of Professional Education Prior to Student Teaching for Students in Secondary Education at The University of Nebraska" (unpublished Ph.D. dissertation, The University of Nebraska Teachers College, 1961), Dissertation Abstracts, XXII (No. 9-10, 1962), p. 3535.

[2]Philip Halfaker, "Professional Laboratory Experiences Provided Prior to Student Teaching for Undergraduates in Secondary Education in Selected Teacher Education Institutions" (unpublished Ed.D. dissertation, Indiana University, 1962), Dissertation Abstracts, XXIII (No. 9-10, 1963), pp. 3796-3797.

programs provided in ten institutions which had 350 or more secondary education students. These institutions were located in communities of less than 37,000 population. He reported the following conclusions:

1. Professional laboratory experiences prior to student teaching are recognized as a necessary part of the education of prospective teachers.
2. Professional laboratory experiences prior to student teaching help relate educational theory to practice.
3. Professional laboratory experiences prior to student teaching provide prospective secondary school teachers opportunities to develop skills and competencies in the day-to-day activities of the modern secondary teacher.
4. Institutions located in relatively small communities are not restricted in providing well-balanced programs of professional laboratory experiences prior to student teaching.
5. Professional laboratory experiences prior to student teaching involve the public schools, community agencies, and teacher-education institutions in a cooperative educational endeavor.[1]

Halfaker also made several recommendations concerning professional laboratory experiences prior to student teaching. Among them are the following: (1) the responsibility for directing and coordinating a program of pre-student teaching professional laboratory experiences should be the responsibility of a member of the secondary staff; (2) the faculty should participate in the formulation of policy through a professional laboratory experience committee; (3) new and innovative programs of professional laboratory experiences should be initiated on an experimental basis; (4) all resources

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[1] Ibid., p. 3979.

in the institution, the public school, and the community should be effectively utilized; (5) the professional preparation of secondary teachers should include a gradual intensification of professional laboratory experiences; and (6) the program of professional laboratory experiences should be cooperatively evaluated by the college staff, students, agency personnel, and the public school staff.

Stromquist[1] conducted a relatively recent investigation of the pre-student teaching laboratory experiences in selected teacher education institutions in the North Central Association of Colleges and Secondary Schools. She found that there was a widespread interest in providing professional laboratory experiences prior to student teaching. However, the colleges and universities which she investigated were not providing the continuous, supervised, and systematic program of observational and participational experiences for students as outlined in the publications of the National Council for the Accreditation of Teacher Education, National Commission on Teacher Education and Professional Standards, and the Association for Student Teaching. She observed that the large numbers of students represented in increased enrollments greatly magnify the problems in providing an adequate program. In overcoming this problem, however, she has stressed the

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[1]Marian Hughes Stromquist, "A Study of the Pre-Student Teaching Laboratory Experience in Secondary Education Programs of Selected Colleges and Universities" (unpublished Ed.D. dissertation, University of Kansas, 1965), Dissertation Abstracts, XXVII, Series A (No. 1-3, 1966), p. 133-A.

importance of experimentation in the use of electronic aids such as video tape recorders and closed-circuit television as a supplementary method of providing observational experiences.

In a recent follow-up of the 1964 survey, Stromquist and Shuff[1] reported that of 103 institutions responding to an inquiry, 85 have programs of pre-student teaching professional laboratory experiences. An awareness of the importance of these experiences prior to student teaching accounts for the large percentage of positive responses. The authors have stated that experiences are provided in many ways, but with a decline in the number of campus laboratory schools for secondary students, new and creative arrangements with public schools and other agencies must be arranged.

Related Literature Since 1948

Much has been written in the last two decades in the professional journals concerning the nature of pre-student teaching laboratory experiences. Most authorities in this area tend to agree that a sequence of professional laboratory experiences should be required as a part of the undergraduate training which leads to full time student teaching. The purpose of this section of the chapter is to report what

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[1]Marian Stromquist and Robert Shuff, "Pre-Student Teaching Laboratory Experiences," Eastern Education Journal, III (February, 1970), pp. 14-18.

prominent authorities have indicated as the necessary qualities and requirements of such programs.

The Association for Student Teaching, because of its obvious interest in all professional laboratory experiences, has been the most influential organization in support of laboratory experiences as a prerequisite to student teaching. Their interest is indicated by the following statement:

> In any well planned program of teacher education will be included professional laboratory experiences. These should be an integral and essential part of the total program. By professional laboratory experiences is meant actual and direct contacts with children and youth in the school, in the home, and in the community. Included in a definition of professional laboratory experiences are activities involving observation in connection with courses in psychology, methods, and techniques, curriculum and testing, participation in activities of the regular classroom teacher, and eventually student teaching. . . .[1]

In a bulletin published by the same organization in 1958, it was stated that most students cannot really understand the relation between theory and practice until they have observed and participated in real school situations.[2] Devor,[3] in a more recent publication, stated that it can be

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[1]R. 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 Association for Student Teaching (Ann Arbor, Mich.: Edwards Brothers, Inc., 1954), p. 61.

[2]Lois C. Blair, Dwight K. Curtis, and A. C. Moon, The Purposes, Functions, and Uniqueness of the College-Controlled Laboratory School, Bulletin Number 9 (Cedar Falls, Iowa: The Association for Student Teaching, 1958), p. 30.

[3]John W. Devor, The Experience of Student Teaching (New York: The Macmillan Company, 1964), p. 6.

assumed that teacher education students will have professional laboratory experiences which are classified as observation and participation prior to student teaching.

The extent and kinds of professional laboratory experiences provided in various institutions may be accomplished in many ways. To have a successful and meaningful program for students, however, it is stressed in the literature that these laboratory experiences should meet certain criteria. One recommended criterion of an adequate program is that direct experiences should be in integral part of each year of the college course. In the 1954 yearbook of the American Association of Colleges for Teacher Education, it was stated, "These experiences should start early, in the first year if possible, and move in some sort of foreseen continuity toward full-time, responsible student teaching."[1]

Haskew[2] stated that most authorities in teacher education had favored the development of professional laboratory experiences as an integral part of the entire four or five

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[1]American Association of Colleges for Teacher Education, Proceedings of the Annual Meeting, Seventh Yearbook (Oneonta, N.Y.: American Association of Colleges for Teacher Education, 1954), p. 135.

[2]L. D. Haskew, "Preservice Preparation of Teachers," Review of Educational Research, XIX (June, 1949), p. 202.

years of undergraduate preparation. McGeoch[1] and Lindsey,[2] both leaders in the movement to include more laboratory experiences in the training of teachers, were also in agreement that direct experiences should be required at all stages of professional preparation.

Writers have generally agreed that direct experience be a part of both the academic and professional courses in the curriculum. There are, however, some institutions which have pr ided laboratory experiences apart from course work. Regarding this practice, the American Association of Colleges for Teacher Education has expressed the belief that the student derives more from laboratory experiences prior to student teaching when they grow out of and are brought back to his work in college classes than when they comprise a separate and independent series of guided experiences.[3]

Providing laboratory experiences as a part of professional education courses has been common practice, but providing them as a part of academic courses has not been a widespread practice. However, the American Association of

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[1]Dorothy M. McGeoch, "Cooperative Planning for Professional Education of Teachers," Teachers College Record, LIV (May, 1953), p. 440.

[2]Margaret Lindsey, "The Significance of the New Standard Governing Professional Laboratory Experiences," Teachers College Journal, XX (May-June, 1949), p. 106.

[3]American Association of Colleges for Teacher Education, Proceedings of the Annual Meeting, First Yearbook (Oneonta, N.Y.: American Association of Colleges for Teacher Education, 1948), p. 92.

Colleges for Teacher Education has suggested that this is a valuable procedure. In a report sponsored by the Association, it was found that:

> Such laboratory experiences may well be a part of academic courses whose content, while directed toward the student as individual and citizen, is used professionally by the teacher of children and youth.[1]

The Association for Student Teaching, too, has expressed the belief that the prospective teacher, in academic courses as well as in professional education courses, should learn principles and practices of quality teaching. Such experiences should help him to make his student teaching a more meaningful and functional experience.[2] Lindsey[3] has carried this a step further by suggesting that direct experience should be a part of general education in addition to course work in academic specialization and professional education.

Many authorities have indicated that professional laboratory experiences, as a part of regular course work, should be under the direction of the instructor teaching the

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[1] Ibid., p. 91.

[2] Helen Richards, "Roles and Responsibilities of Personnel Involved in Off-Campus Professional Laboratory Experiences, Achieving Quality in Off-Campus Professional Laboratory Experiences, Bulletin Number 8 (Cedar Falls, Iowa: The Association for Student Teaching, 1957), p. 21.

[3] Margaret Lindsey, ed., New Horizons for the Teaching Profession (Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1961), p. 67.

particular course for which the experiences are required. Regarding this practice, Stratemeyer and Lindsey have made the following statement:

> When college instructors require or suggest laboratory experiences for students in their classes, they should assume responsibility not only for planning for the experience but also for following students through the experience and taking part in the careful guidance of them. This means that college instructors should themselves get into every laboratory situation where their students are working and should participate with laboratory personnel in working with students.[1]

In relation to courses in the professional education sequence, the Standards for Accreditation of Teacher Education[2] of the National Council for Accreditation of Teacher Education has stated that courses such as child growth and development, educational psychology, and methods should provide appropriate laboratory experiences for all students. These experiences should be under the direction of the faculty member who teaches each course.

Professional laboratory experiences prior to student teaching should be available to students in a variety of situations and schools. For this reason, the campus laboratory school alone is insufficient in providing the wide range of experiences needed prior to student teaching. The

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[1]Florence B. Stratemeyer and Margaret Lindsey, Working With Student Teachers (New York: Bureau of Publications, Teachers College, Columbia University, 1959), p. 48.

[2]National Council for Accreditation of Teacher Education, Standards for Accreditation of Teacher Education (Washington, D.C.: National Council for Accreditation of Teacher Education, 1960), p. 9.

Association for Student Teaching has taken the position that the schools selected for observational and participational experiences should be "representative" schools which are composed of students who are non-selected. Specifically, the Association reported that:

> No one school can provide the needed range of experiences with children of varied socio-economic backgrounds, with different major educational philosophies, with varied types of instructional materials, with different patterns of administrative organization.[1]

Stratemeyer and Lindsey[2] expressed the opinion that the situations selected for professional laboratory experiences prior to student teaching should provide contact for each student with a range and variety of learners and activities. Cox[3] also expressed a similar opinion in stating that professional laboratory experiences should provide guided contacts with students of differing abilities and levels of maturity and of differing socio-economic backgrounds. It is clear that experiences provided to meet these suggestions cannot be provided in the confines of a single school.

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[1]Garold D. Holstine and Frank L. Steeves, "The Identification of Good Facilities for Professional Laboratory Experiences," Facilities for Professional Laboratory Experiences in Teacher Education, Thirty-third Yearbook of the Association for Student Teaching (Ann Arbor, Mich.: Edwards Brothers, Inc., 1954), p. 9.

[2]Stratemeyer and Lindsey, op. cit., p. 51.

[3]Dan Cox, "Initiating a Program of Pre-Student Teaching Laboratory Experiences," Journal of Teacher Education, IX (June, 1958), p. 161.

The experiences provided in "representative" schools and in a variety of settings should also include all the major activities of today's teacher, such as contact and service in the library, clinic, clubs and committees, playground, and school publications.[1] Stiles, et al.[2] stated that the program of professional laboratory experiences should be of sufficient scope and variety to afford responsible participation in all the major activities and phases of the teacher's work. Many other authorities, including Lindsey,[3] Patterson,[4] and Levine,[5] have made similar observations regarding the necessity of future teachers being acquainted with the wide range of activities required of today's teacher. In the report of the Kansas Conference of the National Commission on Teacher Education and Professional Standards, it was stated, "The laboratory experience should provide contact, not only with the principal role of the

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[1]Blair, Curtis, and Moon, op. cit., p. 36.

[2]Lindley Stiles, et al., Teacher Education in the United States (New York: The Ronald Press, 1960), p. 234.

[3]Margaret Lindsey, "The Significance of the New Standard Governing Professional Laboratory Experiences," Teachers College Journal, XX (May-June, 1949), p. 106.

[4]Allen D. Patterson, "The 'New Look' in Student Teaching," Educational Forum, XIX (May, 1955), p. 429.

[5]Madeline S. Levine, "Extending Laboratory Experiences," Journal of Teacher Education, IX (December, 1958), p. 380.

teacher (director of learning) but also with each of the other roles the teacher must play."[1]

The professional literature also indicated that adequate professional laboratory experiences should be cooperatively planned by the college instructor, the public school or community agency personnel, and the college student. In 1948, the following statement appeared in the yearbook of the American Association of Colleges for Teacher Education:

> . . . the development of these experiences must be a joint responsibility of the laboratory teacher and the college representatives most closely associated with the student's activities in the laboratory situation. Only as laboratory and college teachers work together will the student be helped to see the interrelationships between laboratory experiences and other college activities and will learning experiences be re-enforced. Only as college and laboratory teachers coordinate their efforts will the conflicts that interfere with learning be avoided. . . . Assignments to laboratory experiences are made cooperatively by those persons who are most fully acquainted, on one hand, with the student and his needs and, on the other, with the needs and the opportunities in the laboratory situation. Usually these persons are the student's college adviser, the student himself, and the director of laboratory experiences, who brings knowledge of the work of the various laboratory groups and the over-all program of the laboratory center.[2]

The Association for Student Teaching has also emphasized the necessity of the cooperative planning of laboratory

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[1]National Commission on Teacher Education and Professional Standards, The Education of Teachers--Curriculum Programs, Report of the Kansas Conference (Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1959), p. 148.

[2]American Association of Colleges for Teacher Education, Proceedings of the Annual Meeting, First Yearbook (Oneonta, N.Y.: American Association of Colleges for Teacher Education, 1948), pp. 95-96.

experiences. The term "cooperative" indicates the importance of getting all involved--college, public school, community personnel--wherever the experiences come in the teacher education program or whatever these experiences may be.[1]

Since the provision of the laboratory experiences should be a joint effort between the teacher education institution and the public school or community agency, some formal agreement should exist between the cooperating institutions. The Association for Student Teaching has stated that all programs of professional laboratory experiences would be easier to administer if some type of written contract be drawn up.[2] In another publication of the same organization, it was stated that the contractual arrangement between the public schools and the college is probably the single most important item in establishing a successful program of professional laboratory experiences.[3]

Concerning the matter of contractual agreements and the details of such agreements, the American Association of Colleges for Teacher Education stated:

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[1]Dwight K. Curtis, ed., Achieving Quality in Off-Campus Professional Laboratory Experiences, Bulletin Number 8 (Cedar Falls, Iowa: The Association for Student Teaching, 1957), p. v.

[2]Holstine and Steeves, op. cit., p. 3.

[3]Dwight K. Curtis, "What Professional Laboratory Experiences?" Achieving Quality in Off-Campus Professional Laboratory Experiences, Bulletin Number 8 (Cedar Falls, Iowa: The Association for Student Teaching, 1957), p. 8.

> In order to make the best use of off-campus facilities it is wise to have carefully worked out agreements with responsible agents in the centers to be employed. Such contracts should make clear assignment of authority and responsibility, the nature of activities to be carried on, procedures to be used, financial obligations, and mutual obligations for the program.[1]

As these professional laboratory experiences are being planned by the teacher education institutions, cooperating public schools and community agencies, and the individual student, consideration must also be given to the individual differences and experiences of each student. Cox,[2] Lindsey,[3] and Patterson[4] have each stressed the importance of well planned laboratory experiences based on the individual needs of students. The Association for Student Teaching[5] and the American Association of Colleges for Teacher

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[1]Margaret Lindsey, "Major Findings and Recommendations in the Study of Professional Laboratory Experiences," Proceedings of the Annual Meeting, First Yearbook (Oneonta, N.Y.: American Association of Colleges for Teacher Education, 1948), p. 210.

[2]Cox, op. cit., p. 161.

[3]Margaret Lindsey, "The Significance of the New Standard Governing Professional Laboratory Experiences," Teachers College Journal, XX (May-June, 1949), p. 106.

[4]Patterson, op. cit., p. 427.

[5]Dwight K. Curtis, "Developing Good Working Relationships Between Campus Laboratory School and Other Campus Departments," Facilities for Professional Laboratory Experiences in Teacher Education, Thirty-third Yearbook of the Association for Student Teaching (Ann Arbor, Mich.: Edwards Brothers, Inc., 1954), p. 19.

Education[1] have both indicated that it is imperative that the student's background in professional laboratory experiences be examined and to plan for him a series of laboratory experiences which will contribute to his future growth.

In order that students gain the maximum from their participation in professional laboratory experiences, they must be adequately prepared in advance. Andrews[2] and Blair, Curtis and Moon,[3] in separate publications, reported that carefully directed laboratory experiences for which the student has been well prepared usually prove to be more profitable than those which are random and undirected. Such preparation should include the purpose of the experience, the nature of the class in which the experience takes place, the nature of the lesson in relation to the sequence of events in the class, and an overview of the observational or participational procedures to be employed.

After the observational and participational experiences have been completed, adequate time must be provided in class to engage in meaningful follow-up discussions. In fact, the omission of follow-up discussions may actually impair the

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[1]American Association of Colleges for Teacher Education, Proceedings of the Annual Meeting, First Yearbook (Oneonta, N.Y.: American Association of Colleges for Teacher Education, 1948), p. 91.

[2]L. O. Andrews, Student Teaching (New York: The Center for Applied Research in Education, Inc., 1964), p. 24.

[3]Blair, Curtis, and Moon, op. cit., p. 17.

value of the experiences.[1] In this regard, it has been suggested that the laboratory teacher be available to meet with the class and participate in the discussion.[2]

Another important requirement of a successful program of pre-student teaching professional laboratory experiences is that they be cooperatively supervised and cooperatively evaluated. The American Association of Colleges for Teacher Education has stressed that the working arrangement between the institution and the public schools constitutes a partnership so that supervision of laboratory experiences becomes a joint responsibility.[3] McGeoch and Leavitt made the following observation:

> A desirable program of laboratory experiences requires that public schools and teacher preparing institutions work together as a team in assuming responsibility for . . . supervising the work of prospective teachers.[4]

The report of a National Conference of the National Commission on Teacher Education and Professional Standards also suggested

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[1]Fred Harris, "The Case for Student Experiences With Non-School Agencies," Facilities for Professional Laboratory Experiences in Teacher Education, Thirty-third Yearbook of the Association for Student Teaching (Ann Arbor, Mich.: Edwards Brothers, Inc., 1954), p. 50.

[2]Blair, Curtis, and Moon, op. cit., p. 17.

[3]American Association of Colleges for Teacher Education, Evaluative Criteria for Accrediting Teacher Education (Washington, D.C.: American Association of Colleges for Teacher Education, National Education Association, 1967), p. 116.

[4]Dorothy McGeoch and Howard Leavitt, "Public Schools Provide Direct Experiences," Educational Leadership, XI (November, 1953), p. 90.

that a program of teacher education should include direct experience, and to be successful, such experiences must be supervised by the cooperative efforts of the public school and the college personnel.[1]

Cooperation in the evaluation of professional laboratory experiences is also a basic requirement of a high quality program of teacher education.[2] Cooperative evaluation of professional laboratory experiences among the student, the college instructor, and the laboratory school teacher has been urged by the Association for Student Teaching.[3] The American Association of Colleges for Teacher Education has agreed that the evaluation of professional laboratory experiences is a continuous process and should be developed cooperatively by all persons involved.[4]

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[1]National Commission on Teacher Education and Professional Standards, Changes in Teacher Education: An Appraisal, Report of the Columbus Conference (Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1964), p. 43.

[2]Edward L. Ruman and Helen P. Brown, "Interpersonal Relationships--Reminder and Review," Achieving Quality in Off-Campus Professional Laboratory Experiences, Bulletin Number 8 (Cedar Falls, Iowa: The Association for Student Teaching, 1957), p. 13.

[3]Blair, Curtis, and Moon, op. cit., p. 35.

[4]Margaret Lindsey, "Major Findings and Recommendations in the Study of Professional Laboratory Experiences," Proceedings of the Annual Meeting, First Yearbook (Oneonta, N.Y.: American Association of Colleges for Teacher Education, 1948), p. 210.

CHAPTER III

PRESENTATION AND EVALUATION OF DATA

This chapter includes a descriptive presentation and an evaluation of data obtained from the responses to the questionnaires mailed to all institutions accredited by the National Council for Accreditation of Teacher Education in the area of undergraduate secondary teacher education. From the 444 institutions accredited during the 1968-1969 school year, a total of 424 questionnaires were returned. However, responses from 2 institutions indicated that they no longer had undergraduate programs in secondary teacher education. Therefore, the 422 usable questionnaires received represented 95.5 per cent of the 442 member institutions.

The accredited institutions have been divided into three major classifications based on the enrollments of the institutions: (1) institutions with enrollments less than 3,000 students; (2) institutions with enrollments from 3,000 to 10,000 students; and (3) institutions with enrollments exceeding 10,000 students. Throughout this discussion, the three groups have been referred to as small, medium, and large institutions. The enrollments of the 442 institutions were obtained from Education Directory, 1968-1969--Part 3, Higher

Education,[1] prepared by the National Center for Educational Statistics. Each of these three groups has been subdivided into privately supported institutions and tax-supported institutions. These groups are referred to as private and tax-supported institutions. The percentage of institutions returning the questionnaires in the six groups ranged from 91.5 for the small tax-supported institutions to 100.0 per cent for the large private institutions.

Presentation of Data

The questionnaire sought information concerning pre-student teaching professional laboratory experiences, defined as observation and participation. The data in Table 1 indicate the number and percentage of institutions which required secondary teacher education students to engage in observational and participational experiences prior to student teaching. There were 227 institutions (53.8 per cent) which had both observation and participation prior to student teaching as a requirement; 123 institutions (29.1 per cent) required students to engage in only observation prior to student teaching. Only 13 institutions (3.1 per cent) required participational experiences without observations. A total of 59 institutions (14.0 per cent) had no required program of professional laboratory experiences prior to student teaching.

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[1]National Center for Educational Statistics, Education Directory, 1968-1969--Part 3, Higher Education (Washington, D.C.: Government Printing Office, 1968).

TABLE 1

INSTITUTIONS WITH REQUIRED PROFESSIONAL LABORATORY EXPERIENCES PRIOR TO STUDENT TEACHING

		Small		Medium		Large		Total
		Private N=104	Tax N=54	Private N=27	Tax N=136	Private N=21	Tax N=80	N=422
Any professional laboratory experiences	No.	98	45	21	113	20	66	363
	%	94.2	83.3	77.8	83.1	95.2	82.5	86.0
Any observation	No.[a]	93	44	21	110(5)	18(1)	64(2)	350(8)
	%	89.4	81.5	77.8	80.9	85.7	80.0	82.9
Any participation	No.[a]	65(3)	26(2)	12(1)	77(6)	14(2)	46(3)	240(17)
	%	62.5	48.1	44.4	56.6	66.7	57.5	56.9
Observation and participation	No.	60	25	12	74	12	44	227
	%	57.7	46.3	44.4	54.4	57.1	55.0	53.8
Observation only	No.	33	19	9	36	6	20	123
	%	31.7	35.2	33.3	26.5	28.6	25.0	29.1
Participation only	No.	5	1		3	2	2	13
	%	4.8	1.8		2.2	9.5	2.5	3.1
No professional laboratory experiences	No.	6	9	6	23	1	14	59
	%	5.8	16.7	22.2	16.9	4.8	17.5	14.0

[a]Numerals in parentheses refer to the number of the preceding total responses which were qualified in any way.

Of the 59 institutions reporting no required programs of professional laboratory experiences prior to student teaching, 26 indicated that discussions had been held concerning the initiation of a program, but no definite plans were presently being considered. Another 21 institutions reported that definite plans were being made to start a program in this area. Three institutions reported that no consideration was being given to a required program of professional laboratory experiences prior to student teaching, and 9 institutions did not respond to this item on the questionnaire.

Observational Experiences

Table 1 also indicates that there were 350 institutions (82.9 per cent) which required students to engage in observational experiences prior to student teaching. However, the questionnaire received from 8 of these institutions revealed that the observational experiences provided were required of students in only some areas of teacher education. The data from these institutions have not been included in this presentation. The responses to the individual items in the questionnaire from the 342 institutions requiring all secondary education students to engage in observational experiences prior to student teaching are presented in tables.

The data contained in Table 2 reveal the years in which observational experiences were required. There were 89 institutions (26.0 per cent) which required students to engage

TABLE 2

YEARS IN PROGRAM REQUIRING OBSERVATIONAL EXPERIENCES

		Small		Medium		Large		Total
		Private N=93	Tax N=44	Private N=21	Tax N=105	Private N=17	Tax N=62	N=342
Freshman	No.		1		1			2
	%		2.3		1.0			0.6
Sophomore	No.	8	5	1	8		2	24
	%	8.6	11.4	4.8	7.6		3.2	7.0
Junior	No.	15	9	6	34	8	17	89
	%	16.1	20.4	28.6	32.4	47.1	27.4	26.0
Senior	No.	4	5	2	12	1	8	32
	%	4.3	11.4	9.5	11.4	5.9	12.9	9.4
All four years	No.	1	2		4	1	1	9
	%	1.1	4.5		3.8	5.9	1.6	2.6
Freshman and sophomore	No.	1		1	2		2	6
	%	1.1		4.8	1.9		3.2	1.8
Freshman and junior	No.	1		1	2		3	7
	%	1.1		4.8	1.9		4.8	2.0
Freshman, sophomore, and junior	No.	4		1	1	1		7
	%	4.3		4.8	1.0	5.9		2.0
Sophomore and junior	No.	19	7	3	13	2	6	50
	%	20.4	15.9	14.3	12.4	11.8	9.7	14.6

TABLE 2--Continued

		Small		Medium		Large		Total
		Private N=93	Tax N=44	Private N=21	Tax N=105	Private N=17	Tax N=62	N=342
Sophomore and senior	No.	3	3		1		1	8
	%	3.2	6.8		1.0		1.6	2.3
Sophomore, junior, and senior	No.	17	6	2	8	1	5	39
	%	18.3	13.6	9.5	7.6	5.9	8.1	11.4
Junior and senior	No.	17	5	3	17	3	16	61
	%	18.3	11.4	14.3	16.2	17.6	25.8	17.8
Other combinations with 3 or fewer total responses	No.	1		1	1			3
	%	1.1		4.8	1.0			0.9
No response	No.	2	1		1		1	5
	%	2.2	2.3		1.0		1.6	1.5

in observations during the junior year. Although this was the most common practice, the percentages for the six groups ranged from 16.1 per cent for the small private institutions to 47.1 per cent for the large private institutions. There were 61 additional institutions (17.8 per cent) which required observations during both the junior and senior years.

A total of 147 institutions (43.0 per cent) required these experiences during only one year. On the other hand, only 9 institutions (2.6 per cent) required observations during all four college years. However, 46 institutions (13.4 per cent) required observations during three years of undergraduate training. One institution in the medium private group indicated that students are required to spend 100 hours in observational experiences. These hours are scheduled by the student and may come at any time prior to student teaching.

Table 3 reports there were 117 institutions (34.2 per cent) which used only one course for required observations. The most prevalent practice was to provide experiences as part of a general methods course, reported by 33 institutions (9.6 per cent). Also, 26 institutions (7.6 per cent) provided a separate course in observation. Only 3 institutions (less than 1.0 per cent) reported the use of observations in general education courses. Approximately two-thirds of the institutions indicated the use of various combinations of courses in providing observational experiences prior to student teaching. The most prevalent combination reported was

TABLE 3

COURSES REQUIRING OBSERVATIONAL EXPERIENCES

		Small		Medium		Large		Total
		Private N=93	Tax N=44	Private N=21	Tax N=105	Private N=17	Tax N=62	N=342
Educational foundations	No.	4	3	1	6	1	5	20
	%	4.3	6.8	4.8	5.7	5.9	8.1	5.8
Educational psychology	No.	3	1	2	8	2	4	20
	%	3.2	2.3	9.5	7.6	11.8	6.4	5.8
General methods	No.	8	7	1	14	1	2	33
	%	8.6	15.9	4.8	13.3	5.9	3.2	9.6
Specialized methods	No.	1		1	5	2	4	13
	%	1.1		4.8	4.8	11.8	6.4	3.8
General education	No.		2			1		3
	%		4.5			5.9		0.9
Academic specialization	No.	1			1			2
	%	1.1			1.0			0.6
Separate course in observation	No.	5	2	2	9	1	7	26
	%	5.4	4.5	9.5	8.6	5.9	11.3	7.6
All of the above courses	No.				2			2
	%				1.9			0.6
Educational foundations and educational psychology	No.	7	2		4	2	2	17
	%	7.5	4.5		3.8	11.8	3.2	5.0

TABLE 3--Continued

		Small		Medium		Large		Total
		Private N=93	Tax N=44	Private N=21	Tax N=105	Private N=17	Tax N=62	N=342
Educational foundations, educational psychology, and specialized methods	No.	3	2		3	1		9
	%	3.2	4.5		2.8	5.9		2.6
Educational foundations, educational psychology, and general methods	No.	6	1		3	1	2	13
	%	6.4	2.3		2.8	5.9	3.2	3.8
Educational foundations and general methods	No.	4	4	1	2		2	13
	%	4.3	9.1	4.8	1.9		3.2	3.8
Educational foundations, general methods, and specialized methods	No.	1	1	1	2		1	6
	%	1.1	2.3	4.8	1.9		1.6	1.8
Educational foundations, educational psychology, general methods, and specialized methods	No.	7	4	5	7	3	2	28
	%	7.5	9.1	23.8	6.7	17.6	3.2	8.2
Educational psychology, general methods, specialized methods, and a separate course	No.			1	2		2	5
	%			4.8	1.9		3.2	1.5
Educational psychology and specialized methods	No.	7	2		7		3	19
	%	7.5	4.5		6.7		4.8	5.6

TABLE 3--Continued

		Small		Medium		Large		Total N=342
		Private N=93	Tax N=44	Private N=21	Tax N=105	Private N=17	Tax N=62	
Educational psychology and general methods	No.	6	1	2	4		4	17
	%	6.4	2.3	9.5	3.8		6.4	5.0
Educational psychology, general methods, and specialized methods	No.	9	5		5		5	24
	%	9.7	11.4		4.8		8.1	7.0
General methods and academic specialization	No.	1			4	1		6
	%	1.1			3.8	5.9		1.8
General methods and specialized methods	No.	6	2	3	8		8	27
	%	6.4	4.5	14.3	7.6		12.9	7.9
Specialized methods and a separate course	No.		2		1	1	3	7
	%		4.5		1.0	5.9	4.8	2.0
Other combinations with 4 or fewer total responses	No.	13	3	1	7		5	29
	%	14.0	6.8	4.8	6.7		8.1	8.5
No response	No.	1			1		1	3
	%	1.1			1.0		1.6	0.9

one involving educational foundations, educational psychology, general methods, and specialized methods. This combination was employed by 28 institutions (8.2 per cent). Only 13 institutions (3.8 per cent) utilized combinations with courses in academic specialization, and no combinations were reported using courses in general education.

Table 4 gives information regarding the planning of observational experiences which each student was required to make. There were 208 institutions (60.8 per cent) which delegated the planning of these experiences to one individual--either the director of student teaching, the college instructor, or the student. By far, the most common practice in this respect was for the college instructor teaching the class for which the observations were required to plan these experiences. This practice was reported by 133 institutions (38.9 per cent). It is interesting to note that 9 institutions (2.6 per cent) placed the entire responsibility of planning observations completely on the individual student. The remaining institutions used some kind of cooperative endeavor in planning observational experiences. The most common practice was for observations to be planned by the director of student teaching and the college instructor, reported by 63 institutions (18.4 per cent). Only 42 institutions (12.3 per cent) used the cooperative efforts of the teacher of the classroom being observed in planning experiences, and only 34 institutions (9.9 per cent) permitted

TABLE 4

INDIVIDUALS PLANNING OBSERVATIONAL EXPERIENCES

		Small		Medium		Large		Total
		Private N=93	Tax N=44	Private N=21	Tax N=105	Private N=17	Tax N=62	N=342
Director of student teaching or director of professional laboratory experiences	No.	17	9	5	15		20	66
	%	18.3	20.4	23.8	14.3		32.2	19.3
Instructor of the college course for which the observations are required	No.	37	17	10	42	8	19	133
	%	39.8	38.6	47.6	40.0	47.0	30.6	38.9
Teacher of the class which is observed	No.							
	%							
Student who makes the observations	No.	2			6		1	9
	%	2.2			5.7		1.6	2.6
All of the above	No.	4			2			6
	%	4.3			1.9			1.8
Director and instructor	No.	20	6	3	16	5	13	63
	%	21.5	13.7	14.3	15.2	29.4	21.0	18.4
Director and teacher	No.	1	2		1		1	5
	%	1.1	4.5		1.0		1.6	1.5
Director, instructor, and teacher	No.	1	1		5		4	11
	%	1.1	2.3		4.8		6.4	3.2

TABLE 4--Continued

		Small		Medium		Large		Total
		Private N=93	Tax N=44	Private N=21	Tax N=105	Private N=17	Tax N=62	N=342
Director, instructor, and student	No.		2				2	4
	%		4.5				3.2	1.2
Instructor and teacher	No.	1	3	1	9	1	1	16
	%	1.1	6.8	4.8	8.6	5.9	1.6	4.7
Instructor and student	No.	8	2	1	4	2	1	18
	%	8.6	4.5	4.8	3.8	11.8	1.6	5.3
Other combinations with 3 or fewer total responses	No.	2	2	1	5	1		11
	%	2.2	4.5	4.8	4.8	5.9		3.2

the college student making the observation to assist in cooperative planning.

Eighty-six per cent of all institutions included in this survey disclosed that required observational experiences were under the direction of the college instructor teaching the course for which the observations were required. The data are presented in Table 5. The percentage of affirmative responses to this item ranged from 77.4 per cent of the large tax-supported institutions to 94.1 per cent of the large private institutions. There were a total of 45 institutions (13.2 per cent) which reported that they did not follow the practice of placing the observational experiences under the direction of the various college instructors.

The number and percentage of institutions which reported that the instructional loads of staff members involved were adjusted to include activities in observational experiences are also presented in Table 5. There were 119 institutions (34.8 per cent) which followed this practice; 215 institutions (62.9 per cent) reported that they did not adhere to the practice. Of the 119 institutions which responded affirmatively, the range for the three groups of private institutions was 38.1 per cent to 58.8 per cent, while the percentages for the three groups of tax-supported institutions were all under the average percentage previously reported (34.8 per cent).

TABLE 5

DIRECTION OF OBSERVATIONAL EXPERIENCES BY INSTRUCTORS OF COLLEGE COURSES AND INSTRUCTIONAL LOAD ADJUSTMENTS

		Small		Medium		Large		Total
		Private N=93	Tax N=44	Private N=21	Tax N=105	Private N=17	Tax N=62	N=342
Observations directed by college instructor								
Yes	No.	80	40	18	90	16	48	292
	%	86.0	90.9	85.7	85.7	94.1	77.4	85.4
No	No.	11	3	3	15	1	12	45
	%	11.8	6.8	14.3	14.3	5.9	19.4	13.2
No response	No.	2	1				2	5
	%	2.2	2.3				3.2	1.5
Adjustment of instructional loads								
Yes	No.	37	13	8	30	10	21	119
	%	39.8	29.5	38.1	28.6	58.8	33.9	34.8
No	No.	52	29	13	74	7	40	215
	%	55.9	65.9	61.8	70.5	41.2	64.5	62.9
No response	No.	4	2		1		1	8
	%	4.3	4.5		1.0		1.6	2.3

The data in Table 6 indicate the number and percentage of institutions which had a written contract with cooperating public schools for observational experiences. The institutions reporting the existence of a contract totaled only 102 (29.8 per cent). The group which had the largest percentage of affirmative answers was the large tax-supported institutions with 38.7 per cent.

Table 7 presents the number and percentage of institutions which prepared students in advance for observations and conducted discussions following observations. There were 324 institutions (94.7 per cent) which reported that students were prepared in advance for the observations they were to make. Both groups of small institutions responding to this item indicated that they followed the practice. However, 7 medium tax-supported institutions (6.7 per cent) and 5 large tax-supported institutions (8.1 per cent) reported that students were not prepared in advance for observational experiences. Regarding the practice of conducting discussions following observations, 306 institutions (89.5 per cent) reported that this was a common practice, while 35 institutions (10.2 per cent) indicated that no follow-up discussions were conducted. The group of large private institutions was the only group that indicated that all members had some type of follow-up procedure.

The figures in Table 8 indicate the number and percentage of institutions providing observational experiences

TABLE 6

WRITTEN CONTRACT BETWEEN COLLEGES AND COOPERATING PUBLIC SCHOOLS FOR OBSERVATIONAL EXPERIENCES

		Small		Medium		Large		Total N=342
		Private N=93	Tax N=44	Private N=21	Tax N=105	Private N=17	Tax N=62	
Yes	No.	27	13	5	28	5	24	102
	%	29.0	29.5	23.8	26.7	29.4	38.7	29.8
No	No.	65	31	16	77	12	38	239
	%	69.9	70.4	76.2	73.3	70.6	61.3	69.9
No response	No.	1						1
	%	1.1						0.3

TABLE 7

ADVANCE PREPARATION FOR AND FOLLOW-UP OF OBSERVATIONAL EXPERIENCES

		Small		Medium		Large		Total
		Private N=93	Tax N=44	Private N=21	Tax N=105	Private N=17	Tax N=62	N=342
Students are prepared in advance								
Yes	No.	92	43	20	97	16	56	324
	%	98.9	97.7	95.2	92.4	94.1	90.3	94.7
No	No.			1	7	1	5	14
	%			4.8	6.7	5.9	8.1	4.1
No response	No.	1	1		1		1	4
	%	1.1	2.3		1.0		1.6	1.2
Follow-up discussions are conducted								
Yes	No.	84	39	18	94	16	55	306
	%	90.3	88.6	85.7	89.5	94.1	88.7	89.5
No	No.	9	5	3	11		7	35
	%	9.7	11.4	14.3	10.5		11.3	10.2
No response	No.					1		1
	%					5.9		0.3

TABLE 8

OBSERVATIONAL EXPERIENCES PROVIDED TO MEET INDIVIDUAL DIFFERENCES

		Small		Medium		Large		Total
		Private N=93	Tax N=44	Private N=21	Tax N=105	Private N=17	Tax N=62	N=342
Yes	No.	56	19	9	53	13	25	175
	%	60.2	43.2	42.8	50.5	76.5	40.3	51.2
No	No.	35	23	11	50	4	37	160
	%	37.6	52.3	52.4	47.6	23.5	59.7	46.8
No response	No.	2	2	1	2			7
	%	2.2	4.5	4.8	1.9			2.0

on the basis of the individual differences of each teacher education student. Approximately one-half of the institutions (51.2 per cent) reported this as a common practice. The percentages of small private institutions (60.2 per cent) and the large private institutions (76.5 per cent) were somewhat above the average, and the other four groups fell below the average. Institutions providing observational experiences on the basis of individual differences were asked to briefly describe the method by which this was accomplished. A large number of these institutions reported that students had an opportunity to observe classes in their major field of concentration. There was no evidence, however, that consideration was given to planning observations relative to each student's past experiences.

Institutions were also asked if any use was being made of closed circuit television or video tapes for observing classes. As shown in Table 9, one-half of all institutions reported that these media were used for this purpose. The greatest percentages of use were reported by the two groups of large institutions--12 private (70.6 per cent) and 41 tax-supported (66.1 per cent). The groups of institutions with the lowest percentages were the small and medium private institutions with 37.6 per cent and 38.1 per cent respectively.

The data in Table 10 present the kinds of activities of the teacher which the student is required to observe. The activities were classified as instructional, professional,

TABLE 9

USE OF CLOSED-CIRCUIT TELEVISION OR VIDEO TAPES FOR OBSERVING CLASSES

		Small		Medium		Large		Total
		Private N=93	Tax N=44	Private N=21	Tax N=105	Private N=17	Tax N=62	N=342
Yes	No.	35	18	8	57	12	41	171
	%	37.6	40.9	38.1	54.3	70.6	66.1	50.0
No	No.	57	25	13	46	5	19	165
	%	61.3	56.8	61.8	43.8	29.4	30.6	48.2
No response	No.	1	1		2		2	6
	%	1.1	2.3		1.9		3.2	1.8

TABLE 10

OBSERVATIONAL EXPERIENCES OF TEACHER ACTIVITIES

		Small		Medium		Large		Total
		Private N=93	Tax N=44	Private N=21	Tax N=105	Private N=17	Tax N=62	N=342
Instructional	No.	41	24	10	49	9	30	163
	%	44.1	54.5	47.6	46.7	52.9	48.4	47.7
Professional	No.		1					1
	%		2.3					0.3
Extra-curricular	No.							
	%							
Community	No.							
	%							
All of the above	No.	10	4	3	16	3	12	48
	%	10.8	9.1	14.3	15.2	17.6	19.4	14.0
Instructional and professional	No.	15	2	2	13	3	3	38
	%	16.1	4.5	9.5	12.4	17.6	4.8	11.1
Instructional and extra-curricular	No.	8	8	1	10		5	32
	%	8.6	18.2	4.8	9.5		8.1	9.4
Instructional and community	No.	2	1		3		1	7
	%	2.2	2.3		2.9		1.6	2.0
Instructional, professional, and extra-curricular	No.	13	2	5	11	2	5	38
	%	14.0	4.5	23.8	10.5	11.8	8.1	11.1

TABLE 10--Continued

		Small		Medium		Large		Total
		Private N=93	Tax N=44	Private N=21	Tax N=105	Private N=17	Tax N=62	N=342
Instructional, professional, and community	No.		1					1
	%		2.3					0.3
Instructional, extracurricular, and community	No.	3			1		3	7
	%	3.2			1.0		4.8	2.0
No response	No.	1	1		2		3	7
	%	1.1	2.3		1.9		4.8	2.0

extra-curricular, and community. There were 163 institutions (47.7 per cent) which reported that students were required to observe only those activities of the teacher related to instruction. No single group of institutions deviated greatly from this average. An additional 171 institutions (50.0 per cent) reported that students were required to observe at least one other activity of the teacher in addition to instruction. There were 48 institutions (14.0 per cent) which indicated that students were required to observe all four types of activities of today's teacher. Combinations involving professional and extra-curricular activities were relatively common, but only 63 institutions (18.4 per cent) reported observations involving community activities.

Data listing the kinds of schools which institutions used for required observations prior to student teaching are presented in Table 11. There were 240 institutions (70.2 per cent) which indicated that students were placed in several public schools for these experiences. All 17 large private institutions reported this practice. Of all institutions which had required observational experiences, 58 institutions (17.0 per cent) operated a campus laboratory school for secondary school students. Of these institutions, 11 indicated that they did not use the campus laboratory school for observational experiences prior to student teaching. Ten institutions, 8 of them medium tax-supported, reported that they used only the campus laboratory school for required

TABLE 11

SCHOOLS IN WHICH OBSERVATIONAL EXPERIENCES TAKE PLACE

		Small		Medium		Large		Total
		Private N=93	Tax N=44	Private N=21	Tax N=105	Private N=17	Tax N=62	N=342
Campus laboratory school	No.	1			8		1	10
	%	1.1			7.6		1.6	2.9
One public school	No.	10	8	2	13		12	45
	%	10.8	18.2	9.5	12.4		19.4	13.2
Campus laboratory school and one public school	No.	3	2		3			8
	%	3.2	4.5		2.8			2.3
Several public schools	No.	73	32	17	65	17	36	240
	%	78.5	72.7	81.0	61.9	100.0	58.1	70.2
Campus laboratory school and several public schools	No.	4	2	1	14		10	31
	%	4.3	4.5	4.8	13.3		16.1	9.1
No response	No.	2		1	2		3	8
	%	2.2		4.8	1.9		4.8	2.3

observations. Thirty-one institutions which operated a campus laboratory school used the laboratory school and several public schools for required observational experiences. There were 45 institutions (13.2 per cent) which reported the use of only one public school for required observations. None of these institutions were large private schools, but the percentages of small and large tax-supported institutions both exceeded 18.0 per cent.

The data in Table 12 indicate that there were 197 institutions (57.6 per cent) which reported that the supervision of observational experiences was the responsibility of a single individual--either the director of student teaching, the college instructor, the classroom teacher in the public school or campus laboratory school, or the school administrator. Of this group, 130 institutions (38.0 per cent) reported that the instructor of the college class for which the observations were required was responsible for this supervision. Percentages for each of the six groups of institutions ranged from 29.4 per cent for the large private institutions to 57.1 per cent for the medium private institutions. Ten institutions (2.9 per cent) reported that supervision of observations was a joint responsibility of all the above mentioned personnel. There were 125 institutions (36.5 per cent) which reported various other combinations of cooperative supervision of observational experiences. The most prevalent combination was supervision by the college instructor

TABLE 12

INDIVIDUALS SUPERVISING OBSERVATIONAL EXPERIENCES

		Small		Medium		Large		Total
		Private N=93	Tax N=44	Private N=21	Tax N=105	Private N=17	Tax N=62	N=342
Director of student teaching or director of professional laboratory experiences	No.	11	4	1	6	1	4	27
	%	11.8	9.1	4.8	5.7	5.9	6.4	7.9
Instructor of the college class for which the observations are required	No.	36	17	12	34	5	26	130
	%	38.7	38.6	57.1	32.4	29.4	41.9	38.0
Teacher in the public schools or campus laboratory school	No.	10	3		16		8	37
	%	10.8	6.8		15.2		12.9	10.8
Administrator in the public school or campus laboratory school	No.	2			1			3
	%	2.2			1.0			0.9
All of the above	No.	2			3		5	10
	%	2.2			2.8		8.1	2.9
Director and instructor	No.	13	4	2	4	2	2	27
	%	14.0	9.1	9.5	3.8	11.8	3.2	7.9
Director, instructor, and teacher	No.	3	1	1	1	1	1	8
	%	3.2	2.3	4.8	1.0	5.9	1.6	2.3

TABLE 12--Continued

		Small		Medium		Large		Total
		Private N=93	Tax N=44	Private N=21	Tax N=105	Private N=17	Tax N=62	N=342
Director, instructor, and administrator	No.	1			1		1	3
	%	1.1			1.0		1.6	0.9
Director and teacher	No.	1	1		6			8
	%	1.1	2.3		5.7			2.3
Instructor and teacher	No.	5	9	2	12	6	8	42
	%	5.4	20.4	9.5	11.4	35.3	12.9	12.3
Instructor and administrator	No.	2			4		2	8
	%	2.2			3.8		3.2	2.3
Instructor, teacher, and administrator	No.	3	2	1	6	2		14
	%	3.2	4.5	4.8	5.7	11.8		4.1
No supervision	No.				3		2	5
	%				2.8		3.2	1.5
Other combinations with 2 or fewer total responses	No.	1	3	2	3		1	10
	%	1.1	6.8	9.5	2.8		1.6	2.9
No response	No.	3			5		2	10
	%	3.2			4.8		3.2	2.9

and the classroom teacher, reported by 42 institutions (12.3 per cent). The group differing greatly from this percentage was the large private institutions which reported a percentage of 35.3. Only 26 institutions (7.6 per cent) reported practices of cooperative supervision involving three of the above mentioned personnel, and 5 institutions (1.5 per cent) indicated that no supervision was provided. Of the 5 institutions, 3 were medium tax-supported institutions, and 2 were large tax-supported institutions.

A list of the individuals who evaluated observational experiences is presented in Table 13. There were 186 institutions (54.4 per cent) which used only one person to evaluate these experiences. The individuals were either the director of student teaching, instructor of the college class for which the observations were required, teacher in the public school, or the college student who made the observations. Only 12 institutions (3.5 per cent) used a cooperative arrangement for evaluating observational experiences involving all four individuals. Of the 186 institutions which used only one person to evaluate observational experiences, 137 institutions (40.0 per cent) used the college instructor for this responsibility. In addition to the 12 institutions which involved all four individuals in evaluation, only 81 other institutions, less than one-fourth, permitted the student to have an involvement in evaluating observations. Of this group, 14 institutions (4.1 per cent) involved only the

TABLE 13

INDIVIDUALS EVALUATING OBSERVATIONAL EXPERIENCES

		Small		Medium		Large		Total
		Private N=93	Tax N=44	Private N=21	Tax N=105	Private N=17	Tax N=62	N=342
Director of student teaching or director of professional laboratory experiences	No.	10	3	3	2	1	2	21
	%	10.8	6.8	14.3	1.9	5.9	3.2	6.1
Instructor of the college class for which the observations are required	No.	33	19	10	42	7	26	137
	%	34.5	43.2	47.6	40.0	41.2	41.9	40.0
Teacher in the public school or campus laboratory school	No.	2	3		5		4	14
	%	2.2	6.8		4.8		6.4	4.1
College student who made the observations	No.	2	2		6	1	3	14
	%	2.2	4.5		5.7	5.9	4.8	4.1
All of the above	No.	3			7		2	12
	%	3.2			6.7		3.2	3.5
Director and instructor	No.	6	4	1	8		2	21
	%	6.4	9.1	4.8	7.6		3.2	6.1
Director and student	No.	1	2					3
	%	1.1	4.5					0.9
Director and teacher	No.	1			4			5
	%	1.1			3.8			1.5

TABLE 13--Continued

		Small		Medium		Large		Total
		Private N=93	Tax N=44	Private N=21	Tax N=105	Private N=17	Tax N=62	N=342
Director, instructor, and student	No.	5	1			1	1	8
	%	5.4	2.3			5.9	1.6	2.3
Director, instructor, and teacher	No.	2	1		1	1	2	7
	%	2.2	2.3		1.0	5.9	3.2	2.0
Director, teacher, and student	No.	1			2	4	1	8
	%	1.1			1.9	23.5	1.6	2.3
Instructor and teacher	No.	3	4	2	7	2	6	24
	%	3.2	9.1	9.5	6.7	11.8	9.7	7.0
Instructor and student	No.	10		2	9		6	27
	%	10.8		9.5	8.6		9.7	7.9
Instructor, teacher, and student	No.	4	4	1	7		1	17
	%	4.3	9.1	4.8	6.7		1.6	5.0
Teacher and student	No.	3			1			4
	%	3.2			1.0			1.2
No evaluation	No.				1		2	3
	%				1.0		3.2	0.9
Other combinations with 2 or fewer total responses	No.	4		1	1		2	8
	%	4.3		4.8	1.0		3.2	2.3
No response	No.	3	1	1	2		2	9
	%	3.2	2.3	4.8	1.9		3.2	2.6

student in evaluation, and the other 67 institutions (19.9 per cent) used the student in combinations with other personnel. The most widely used combination of personnel in evaluating observational experiences was the one involving the college instructor and the student. There were 27 institutions (7.9 per cent) which adhered to this practice, and in 24 institutions (7.0 per cent), the college instructor and the classroom teacher shared in the evaluation. Only 40 institutions (11.7 per cent) involved three persons in a cooperative evaluation, but 3 institutions, all tax-supported, reported that no attempt was made to evaluate these experiences.

Participational Experiences

The questionnaires received from the 422 institutions indicated that 240 colleges (56.9 per cent) had required participational experiences prior to student teaching for students planning to be secondary teachers (See Table 1). However, there were 17 institutions which reported that their programs of participational experiences were required only in some areas of training or only by certain instructors. Since these institutions did not require participation of all students, the data reported by these institutions were not included in the presentation. The responses to the individual items in the questionnaire from the remaining 223 institutions are presented in tables.

The data reported in Table 14 indicate the years in the student's program in which the participational experiences were required. Approximately one-half of the institutions reported that participational experiences were confined to a single year in the student's program, and 67 institutions in this group (30.0 per cent) indicated that the experiences were required only during the junior year. The percentages of institutions which employed this practice ranged from 8.3 per cent for the large private institutions to 54.5 per cent for the medium private institutions. There were 106 institutions (47.5 per cent) which reported that participational experiences were required during more than one year. The most prevalent combination was that of junior and senior years reported by 49 institutions (22.0 per cent). However, no medium private institutions employed this practice. Seven institutions (3.1 per cent) reported that participational experiences were provided during each year of the student's program, and 21 institutions (9.4 per cent) required students to have participational experiences during three years of undergraduate preparation. There were institutions in each group which followed this practice except for the medium private institutions. One institution employed the practice of having students engage in 100 hours of participational experiences taken anytime prior to student teaching.

Table 15 lists the various courses requiring participational experiences. Of the institutions which had required

TABLE 14

YEARS IN PROGRAM REQUIRING PARTICIPATIONAL EXPERIENCES

		Small		Medium		Large		Total
		Private N=62	Tax N=24	Private N=11	Tax N=71	Private N=12	Tax N=43	N=223
Freshman	No.		1		1		1	3
	%		4.2		1.4		2.3	1.3
Sophomore	No.	2	1	1	5	1	1	11
	%	3.2	4.2	9.1	7.0	8.3	2.3	4.9
Junior	No.	16	8	6	23	1	13	67
	%	25.8	33.1	54.5	32.4	8.3	30.2	30.0
Senior	No.	10	1		12	2	7	32
	%	16.1	4.2		16.9	16.7	16.3	14.3
All four years	No.	1	1		2		3	7
	%	1.6	4.2		2.8		7.0	3.1
Freshman, sophomore, and junior	No.	2			3	1		6
	%	3.2			4.2	8.3		2.7
Sophomore and junior	No.	10	3	2	4		3	22
	%	16.1	12.5	18.2	5.6		7.0	9.9
Sophomore, junior, and senior	No.	6	2		4	2	1	15
	%	9.7	8.3		5.6	16.7	2.3	6.7
Sophomore and senior	No.		1		2		1	4
	%		4.2		2.8		2.3	1.8

TABLE 14--Continued

		Small		Medium		Large		Total
		Private N=62	Tax N=24	Private N=11	Tax N=71	Private N=12	Tax N=43	N=223
Junior and senior	No.	14	5		14	4	12	49
	%	22.6	20.8		19.7	33.3	27.9	22.0
Other combinations with 3 or fewer total responses	No.		1	2				3
	%		4.2	18.2				1.3
No response	No.	1			1	1	1	4
	%	1.6			1.4	8.3	2.3	1.8

TABLE 15

COURSES REQUIRING PARTICIPATIONAL EXPERIENCES

		Small		Medium		Large		Total
		Private N=62	Tax N=24	Private N=11	Tax N=71	Private N=12	Tax N=43	N=223
Educational foundations	No.	1	2	1	3	1	3	11
	%	1.6	8.3	9.1	4.2	8.3	7.0	4.9
Educational psychology	No.	5		1	3		4	13
	%	8.1		9.1	4.2		9.3	5.8
General methods	No.	8	3	3	11	3	7	35
	%	12.9	12.5	27.3	15.5	25.0	16.3	15.7
Specialized methods	No.	4	2	1	8		7	22
	%	6.4	8.3	9.1	11.3		16.3	9.9
General education	No.	4						4
	%	6.4						1.8
Academic specialization	No.				1			1
	%				1.4			0.4
Separate course in participation	No.	6	3	2	8		3	22
	%	9.7	12.5	18.2	11.3		7.0	9.9
Educational foundations and educational psychology	No.	5					1	6
	%	8.1					2.3	2.7
Educational foundations, educational psychology, and specialized methods	No.		1		2	1		4
	%		4.2		2.8	8.3		1.8

TABLE 15--Continued

		Small		Medium		Large		Total N=223
		Private N=62	Tax N=24	Private N=11	Tax N=71	Private N=12	Tax N=43	
Educational foundations, educational psychology, and general methods	No.	4	1		1		1	7
	%	6.4	4.2		1.4		2.3	3.1
Educational foundations, educational psychology, general methods, and specialized methods	No.	3	2	1	1	1	3	11
	%	4.8	8.3	9.1	1.4	8.3	7.0	4.9
Educational psychology and general methods	No.	5		1	2	1	1	10
	%	8.1		9.1	2.8	8.3	2.3	4.5
Educational psychology and specialized methods	No.	3	1		6		2	12
	%	4.8	4.2		8.4		4.6	5.4
Educational psychology, general methods, and specialized methods	No.	1	3		1	1	1	7
	%	1.6	12.5		1.4	8.3	2.3	3.1
General methods and specialized methods	No.	4	3	1	4	1	2	15
	%	6.4	12.5	9.1	5.6	8.3	4.6	6.7
General methods, specialized methods, and academic specialization	No.				3		1	4
	%				4.2		2.3	1.8
Other combinations with 3 or fewer total responses	No.	7	3		14	3	6	33
	%	11.3	12.5		19.7	25.0	14.0	14.8
No response	No.	2			3		1	6
	%	3.2			4.2		2.3	2.7

participational experiences, 108 institutions (48.4 per cent) required them as a part of a single course only. Thirty-five of the 108 institutions required these experiences as part of the general methods course, and another 22 institutions required a separate course in participation. Various combinations were also reported, each with less than 7.0 per cent of the total number of institutions. Of the 11 medium private institutions, only 3 reported the use of a combination of courses requiring participational experiences. The other 8 reported the use of a single course in providing these experiences.

A list of the individuals who planned required participational experiences is presented in Table 16. The data indicate that there were 105 institutions (47.1 per cent) in which only one individual was responsible for this planning. This person was either the director of student teaching, instructor of the college class, teacher of the class in which the student participated, or the student who engaged in the activity. Over one-half of this group reported that the instructor of the college class was responsible for planning. There were only 6 institutions (2.7 per cent) which reported that all identified individuals shared in planning. Various combinations of individuals planning participational experiences were reported. The most prevalent combination was that of the director of student teaching and the college instructor, reported by 35 institutions (15.7 per cent). Twenty-six

TABLE 16

INDIVIDUALS PLANNING PARTICIPATIONAL EXPERIENCES

		Small		Medium		Large		Total
		Private N=62	Tax N=24	Private N=11	Tax N=71	Private N=12	Tax N=43	N=223
Director of student teaching or director of professional laboratory experiences	No.	10	2	1	9		10	32
	%	16.1	8.3	9.1	12.7		23.2	14.3
Instructor of the college class for which the participation is required	No.	21	6	2	16	4	7	56
	%	33.9	25.0	18.2	22.5	33.3	16.3	25.1
Teacher of the class in which the student participates	No.	3	1	1	5		1	11
	%	4.8	4.2	9.1	7.0		2.3	4.9
Student who engages in the participational experience	No.	2			4			6
	%	3.2			5.6			2.7
All of the above	No.	2			3		1	6
	%	3.2			4.2		2.3	2.7
Director and instructor	No.	11	4	1	10	4	5	35
	%	17.7	16.7	9.1	14.1	33.3	11.6	15.7
Director and teacher	No.	3	1	1	5			10
	%	4.8	4.2	9.1	7.0			4.5

TABLE 16--Continued

		Small		Medium		Large		Total
		Private N=62	Tax N=24	Private N=11	Tax N=71	Private N=12	Tax N=43	N=223
Director, instructor, and teacher	No.	3	2		6		3	14
	%	4.8	8.3		8.4		7.0	6.3
Instructor and teacher	No.	2	4	3	7	2	8	26
	%	3.2	16.7	27.3	9.8	16.7	18.6	11.6
Instructor and student	No.	3	1		2		1	7
	%	4.8	4.2		2.8		2.3	3.1
Instructor, teacher, and student	No.	1	2	1	3		2	9
	%	1.6	8.3	9.1	4.2		4.6	4.0
Other combinations with 3 or fewer total responses	No.	1	1	1	1	2	4	10
	%	1.6	4.2	9.1	1.4	16.7	9.3	4.5
No response	No.						1	1
	%						2.3	0.4

institutions (11.6 per cent) reported that the college instructor and the classroom teacher cooperatively planned the participational experiences of each student. A total of only 29 institutions (13.0 per cent) involved the students in cooperatively planning the experiences in which they were to engage.

The data in Table 17 show the number and percentage of institutions in each group which placed required participational experiences under the direction of the college instructors of courses requiring participation. There were 182 institutions (81.6 per cent) that followed this practice. Over 90.0 per cent of each of the three groups of private institutions reported that this practice was followed.

Table 17 also reports the institutions which made adjustments in the instructional loads of staff members for working with students in participational experiences. A total of 107 institutions (48.0 per cent) reported that adjustments were made. The most noticeable deviation from the average of 48.0 per cent affirmative responses was the 75.0 per cent of the large private institutions which reported adjustments in the instructional loads of staff members.

The figures in Table 18 indicate the number and percentage of institutions which had written contracts with cooperating public schools with provisions for participational experiences. Only 79 institutions (35.4 per cent) reported the use of such contracts. It can be observed from the data

TABLE 17

DIRECTION OF PARTICIPATIONAL EXPERIENCES BY INSTRUCTORS OF COLLEGE COURSES AND INSTRUCTIONAL LOAD ADJUSTMENTS

		Small		Medium		Large		Total
		Private N=62	Tax N=24	Private N=11	Tax N=71	Private N=12	Tax N=43	N=223
Participation directed by college instructor								
Yes	No.	56	21	10	52	11	32	182
	%	90.3	87.5	90.9	73.2	91.7	74.4	81.6
No	No.	4	1	1	18	1	8	33
	%	6.4	4.2	9.1	25.4	8.3	18.6	14.8
No response	No.	2	2		1		3	8
	%	3.2	8.3		1.4		7.0	3.6
Adjustment of instructional loads								
Yes	No.	33	10	5	32	9	18	107
	%	53.2	41.7	45.4	45.1	75.0	41.9	48.0
No	No.	26	12	6	38	3	23	108
	%	41.9	50.0	54.5	53.5	25.0	53.5	48.4
No response	No.	3	2		1		2	8
	%	4.8	8.3		1.4		4.6	3.6

TABLE 18

WRITTEN CONTRACT BETWEEN COLLEGES AND COOPERATING PUBLIC SCHOOLS FOR PARTICIPATIONAL EXPERIENCES

		Small		Medium		Large		Total
		Private N=62	Tax N=24	Private N=11	Tax N=71	Private N=12	Tax N=43	N=223
Yes	No.	20	6	5	25	5	18	79
	%	32.2	25.0	45.4	35.2	41.7	41.9	35.4
No	No.	42	17	6	46	7	24	142
	%	67.7	70.8	54.5	64.8	58.3	55.8	63.7
No response	No.		1				1	2
	%		4.2				2.3	0.9

that no single group of institutions differed noticeably from this average.

Table 19 indicates the number and percentage of institutions reporting preparatory and follow-up discussions concerning participational activities. There were 205 institutions (91.9 per cent) that reported the practice of preparing students in advance for these activities, and 198 institutions (88.8 per cent) indicated that students engaged in discussions following their participation. The group of large private institutions was the only group that showed a percentage lower than 80.0 per cent affirmative responses to either question. This group indicated that only 9 institutions (75.0 per cent) followed the practice of preparing students in advance for participational experiences.

Concerning the practice of providing participational experiences on the basis of the individual differences of each student, the data in Table 20 show that there were 146 institutions (65.5 per cent) reporting such provisions. However, the majority of the institutions making provisions for individual differences stated that students have an opportunity to participate in the activities of teachers in their subject areas.

Table 21 gives information regarding the number and kinds of classroom activities in which students were required to participate prior to student teaching. The study was not concerned with specific activities in which students

TABLE 19

ADVANCE PREPARATION FOR AND FOLLOW-UP OF PARTICIPATIONAL EXPERIENCES

		Small		Medium		Large		Total
		Private N=62	Tax N=24	Private N=11	Tax N=71	Private N=12	Tax N=43	N=223
Students are prepared in advance								
Yes	No.	59	23	10	64	9	40	205
	%	95.2	95.8	90.9	90.1	75.0	93.0	91.9
No	No.	3		1	6	2	2	14
	%	4.8		9.1	8.4	16.7	4.6	6.3
No response	No.		1		1	1	1	4
	%		4.2		1.4	8.3	2.3	1.8
Follow-up discussions are conducted								
Yes	No.	56	22	9	66	10	35	198
	%	90.3	91.7	81.8	93.0	83.3	81.3	88.8
No	No.	6	1	2	4	2	6	21
	%	9.7	4.2	18.2	5.6	16.7	14.0	9.4
No response	No.		1		1		2	4
	%		4.2		1.4		4.6	1.8

TABLE 20

PARTICIPATIONAL EXPERIENCES PROVIDED TO MEET INDIVIDUAL DIFFERENCES

		Small		Medium		Large		Total
		Private N=62	Tax N=24	Private N=11	Tax N=71	Private N=12	Tax N=43	N=223
Yes	No.	46	13	9	46	7	25	146
	%	74.2	54.2	81.8	64.8	58.3	58.1	65.5
No	No.	15	10	2	24	4	17	72
	%	24.2	41.7	18.2	33.8	33.3	39.5	32.3
No response	No.	1	1		1	1	1	5
	%	1.6	4.2		1.4	8.3	2.3	2.2

TABLE 21

PARTICIPATIONAL EXPERIENCES IN CLASSROOM ACTIVITIES

		Small		Medium		Large		Total
		Private N=62	Tax N=24	Private N=11	Tax N=71	Private N=12	Tax N=43	N=223
Assist teachers in clerical duties	No.		1		1			2
	%		4.2		1.4			0.9
Grading papers	No.							
	%							
Assist in assembling and arranging materials for display	No.		1					1
	%		4.2					0.4
Assist in care of room and equipment	No.							
	%							
Assist in collecting library and resource materials	No.							
	%							
Assist in directing small group or individual instruction	No.	2	2	2	3	2	4	15
	%	3.2	8.3	18.2	4.2	16.7	9.3	6.7
Planning or directing field trips	No.							
	%							
Assist in planning classroom activities	No.		1		1			2
	%		4.2		1.4			0.9

TABLE 21--Continued

		Small		Medium		Large		Total
		Private N=62	Tax N=24	Private N=11	Tax N=71	Private N=12	Tax N=43	N=223
Planning for and use of audio-visual aids	No.							
	%							
All of the above activities	No.	16	4	3	24	2	9	58
	%	25.8	16.7	27.3	33.8	16.7	20.9	26.0
Any two of the above activities	No.	3	3		4		3	13
	%	4.8	12.5		5.6		7.0	5.8
Any three of the above activities	No.	6			2			8
	%	9.7			2.8			3.6
Any four of the above activities	No.	3	3	1	5	1	3	16
	%	4.8	12.5	9.1	7.0	8.3	7.0	7.2
Any five of the above activities	No.	3	2	2	4		3	14
	%	4.8	8.3	18.2	5.6		7.0	6.3
Any six of the above activities	No.	4	3	1	7	2	5	22
	%	6.4	12.5	9.1	9.8	16.7	11.6	9.9
Any seven of the above activities	No.	13	2		7	1	6	29
	%	21.0	8.3		9.8	8.3	14.0	13.0
Any eight of the above activities	No.	6		1	8	2	5	22
	%	9.7		9.1	11.3	16.7	11.6	9.9
Participation in classroom activities not specified	No.	6	2	1	5	2	5	21
	%	9.7	8.3	9.1	7.0	16.7	11.6	9.4

participated but was concerned with the extent to which students were required to participate in a variety of classroom activities. There were 9 classroom activities listed on the questionnaire, and 20 institutions (9.0 per cent) reported that students participated in only one of these activities. Of this group, 15 institutions (6.7 per cent) reported that this activity involved assisting in small group instruction. The range of percentages for the six groups was from 3.2 per cent for the small private institutions to 18.2 per cent for the medium private institutions. The responses from 58 institutions (26.0 per cent) indicated that students were required to participate in all of the activities. An additional 73 institutions (32.7 per cent) reported the use of 6 to 8 activities, and 51 others (22.9 per cent) reported the use of 2 to 5 activities. There were 21 institutions (9.4 per cent) which did not specify the classroom activities in which students participated.

Table 22 presents data concerning the kinds of extra-class activities in which students were required to participate prior to student teaching. Four different extra-class activities were listed on the questionnaire, and 24 institutions (10.8 per cent) reported that students were required to participate in only one of these activities. Of these, 16 institutions reported that this single activity was attending meetings of extra-class functions. Twenty-five institutions (11.2 per cent) indicated that students were required

TABLE 22

PARTICIPATIONAL EXPERIENCES IN EXTRA-CLASS ACTIVITIES

		Small		Medium		Large		Total
		Private N=62	Tax N=24	Private N=11	Tax N=71	Private N=12	Tax N=43	N=223
Attend meetings of extra-class functions	No.	5			9	1	1	16
	%	8.1			12.7	8.3	2.3	7.2
Assist in sponsorship of these functions	No.		1		1		1	3
	%		4.2		1.4		2.3	1.3
Assist in school functions by taking tickets, etc.	No.				1	1		2
	%				1.4	8.3		0.9
Assist in preparation and presentation of school functions	No.	1	1	1				3
	%	1.6	4.2	9.1				1.3
All of the above	No.	7		2	12	1	3	25
	%	11.3		18.2	16.9	8.3	7.0	11.2
Attend meetings of extra-class functions and assist in school functions by taking tickets, etc.	No.	2			3		1	6
	%	3.2			4.2		2.3	2.7
Attend meetings of extra-class functions and assist in preparation and presentation of school functions	No.	3		1	5		3	12
	%	4.8		9.1	7.0		7.0	5.4

TABLE 22--Continued

		Small		Medium		Large		Total
		Private N=62	Tax N=24	Private N=11	Tax N=71	Private N=12	Tax N=43	N=223
Attend meetings of extra-class functions and assist in sponsorship of these functions	No.	1	1		1		2	5
	%	1.6	4.2		1.4		4.6	2.2
Attend meetings of extra-class functions, assist in school functions by taking tickets, etc., and assist in preparation and presentation of school functions	No.				5	1	1	7
	%				7.0	8.3	2.3	3.1
Other combinations with 3 or fewer total responses	No.	2	1		3		1	7
	%	3.2	4.2		4.2		2.3	3.1
No participation in extra-class activities required	No.	41	20	7	31	8	30	137
	%	66.1	83.3	63.6	43.7	66.7	69.8	61.4

to participate in all extra-class activities listed, but 137 institutions (61.4 per cent) reported that participation in extra-class activities was not required. Also, only 37 institutions (16.6 per cent) reported the use of any combinations of activities.

The figures in Table 23 indicate the professional services in which students were required to participate. The questionnaire listed participational experiences in the guidance office, attendance office, library, clinic, principal's office, lunchroom, hall supervision, and teacher's meetings. Over one-half of the institutions (54.7 per cent) reported that students were not required to participate in any of these activities. The small tax-supported institutions had the greatest deviation from the average percentage of 54.7 with 17 institutions (70.8 per cent) reporting that no requirements were made in any of these services. Of the schools requiring students to participate in more than one of these, 20 institutions (9.0 per cent) stated that students participated in two services, and 18 institutions (8.1 per cent) reported that four were required. The responses from many institutions indicated that several of the activities were highly recommended but that none were specifically required. Some institutions also reported that, even though no general requirements were made in this respect, the actual assignment to students in these activities was made by the cooperating schools.

TABLE 23

PARTICIPATIONAL EXPERIENCES IN PROFESSIONAL SERVICES

		Small		Medium		Large		Total
		Private N=62	Tax N=24	Private N=11	Tax N=71	Private N=12	Tax N=43	N=223
Guidance office	No.	1			1			2
	%	1.6			1.4			0.9
Attendance office	No.							
	%							
School library	No.	2		1			2	5
	%	3.2		9.1			4.6	2.2
School health service	No.							
	%							
Principal's office	No.							
	%							
Lunchroom assistance	No.				1			1
	%				1.4			0.4
Hall supervision	No.							
	%							
Attend teachers meetings	No.	1	1		3	1	2	8
	%	1.6	4.2		4.2	8.3	4.6	3.6
All of the above	No.	5			5		4	14
	%	8.1			7.0		9.3	6.3

TABLE 23--Continued

		Small		Medium		Large		Total
		Private N=62	Tax N=24	Private N=11	Tax N=71	Private N=12	Tax N=43	N=223
Any two of the above	No.	4	1	1	12	2		20
	%	6.4	4.2	9.1	16.9	16.7		9.0
Any three of the above	No.	3	1	1	3		4	12
	%	4.8	4.2	9.1	4.2		9.3	5.4
Any four of the above	No.	6	1	2	6		3	18
	%	9.7	4.2	18.2	8.4		7.0	8.1
Any five of the above	No.	3	1		4	1	2	11
	%	4.8	4.2		5.6	8.3	4.6	4.9
Any six of the above	No.	4	2			1	1	8
	%	6.4	8.3			8.3	2.3	3.6
Any seven of the above	No.	1			1			2
	%	1.6			1.4			0.9
No participation in professional services required	No.	32	17	6	35	7	25	122
	%	51.6	70.8	54.5	49.3	58.3	58.1	54.7

Table 24 reveals the extent to which students were required to participate in community activities prior to student teaching. Five different activities were listed on the questionnaire, and only 13 institutions (5.8 per cent) reported that students were required to participate in each of these. There were, however, 181 institutions (81.2 per cent) reporting that no requirements were made concerning participation in community activities, and all 12 large private institutions reported this practice.

The schools in which participational activities took place are presented in Table 25. There are 134 institutions (60.1 per cent) which reported the use of several public schools. Of the 223 institutions reporting required participational experiences prior to student teaching, 45 institutions (20.2 per cent) reported the existence of campus laboratory schools. Of these, 30 institutions used the campus laboratory school and one or more public schools for student participation, and 10 of them used only the campus laboratory school in providing school settings for participational activities.

The list of individuals responsible for supervising participational experiences is presented in Table 26. Almost one-half of the institutions responding to the questionnaire indicated that the supervision of the experiences was the responsibility of one person. The most common practice was to use the college instructor for supervising participational

TABLE 24

PARTICIPATIONAL EXPERIENCES IN COMMUNITY ACTIVITIES

		Small		Medium		Large		Total
		Private N=62	Tax N=24	Private N=11	Tax N=71	Private N=12	Tax N=43	N=223
Boy or girl scouts	No.							
	%							
4-H groups	No.							
	%							
YMCA or YWCA	No.							
	%							
Church youth groups	No.	1						1
	%	1.6						0.4
Community recreation programs	No.	1	2	1	2		1	7
	%	1.6	8.3	9.1	2.8		2.3	3.1
All of the above	No.	2		1	6		4	13
	%	3.2		9.1	8.4		9.3	5.8
Boy or girl scouts, YMCA or YWCA, church youth groups, and community recreation groups	No.				3		2	5
	%				4.2		4.6	2.2
Other combinations with 3 or fewer total responses	No.	6	1		6		3	16
	%	9.7	4.2		8.4		7.0	7.2
No participation in community activities required	No.	52	21	9	54	12	33	181
	%	83.9	87.5	81.8	76.0	100.0	76.7	81.2

TABLE 25

SCHOOLS IN WHICH PARTICIPATIONAL EXPERIENCES TAKE PLACE

		Small		Medium		Large		Total
		Private N=62	Tax N=24	Private N=11	Tax N=71	Private N=12	Tax N=43	N=223
Campus laboratory school only	No.	2			7		1	10
	%	3.2			9.8		2.3	4.5
One public school only	No.	10	4	1	13	3	9	40
	%	16.1	16.7	9.1	18.3	25.0	20.9	17.9
Campus laboratory school and one public school	No.	2			4		2	8
	%	3.2			5.6		4.6	3.6
Several public schools	No.	39	17	9	35	9	25	134
	%	62.9	70.8	81.8	49.3	75.0	58.1	60.1
Campus laboratory school and several public schools	No.	3	2		11		6	22
	%	4.8	8.3		15.5		14.0	9.9
No response	No.	6	1	1	1			9
	%	9.7	4.2	9.1	1.4			4.0

TABLE 26

INDIVIDUALS SUPERVISING PARTICIPATIONAL EXPERIENCES

		Small		Medium		Large		Total
		Private N=62	Tax N=24	Private N=11	Tax N=71	Private N=12	Tax N=43	N=223
Director of student teaching or director of professional laboratory experiences	No.	8	2		3	1	1	15
	%	12.9	8.3		4.2	8.3	2.3	6.7
Instructor of the college class for which the participation is required	No.	17	9	2	15	3	11	57
	%	27.4	37.5	18.2	21.1	25.0	25.6	25.6
Teacher in the public school or campus laboratory school	No.	4		1	14	1	9	29
	%	6.4		9.1	19.7	8.3	20.9	13.0
Administrator in the public school or campus laboratory school	No.				1			1
	%				1.4			0.4
All of the above	No.	3	1		6		4	14
	%	4.8	4.2		8.4		9.3	6.3
Director and instructor	No.	8			3	1	1	13
	%	12.9			4.2	8.3	2.3	5.8
Director and teacher	No.	6	1	1	6		1	15
	%	9.7	4.2	9.1	8.4		2.3	6.7

TABLE 26--Continued

		Small		Medium		Large		Total
		Private N=62	Tax N=24	Private N=11	Tax N=71	Private N=12	Tax N=43	N=223
Director, instructor, and teacher	No.	5	2	3	5	1	2	18
	%	8.1	8.3	27.3	7.0	8.3	4.6	8.1
Instructor and teacher	No.	5	5	3	10	4	7	34
	%	8.1	20.8	27.3	14.1	33.3	16.3	15.2
Instructor and administrator	No.		1		2		1	4
	%		4.2		2.8		2.3	1.8
Instructor, teacher, and administrator	No.	2	1	1	4		3	11
	%	3.2	4.2	9.1	5.6		7.0	4.9
Other combinations with 3 or fewer total responses	No.	1	1				2	4
	%	1.6	4.2				4.6	1.8
No supervision of participational experiences	No.				1	1	1	3
	%				1.4	8.3	2.3	1.3
No response	No.	3	1		1			5
	%	4.8	4.2		1.4			2.2

experiences, reported by 57 institutions (25.6 per cent). Several combinations of sharing the responsibility for supervision were also reported. These combinations involved the director of student teaching, college instructor, classroom teacher, and the administrator in the school where the participational experiences took place. The most prevalent combination reported was the one in which the college instructor and the classroom teacher shared in the supervision. This practice was reported by 34 institutions (15.2 per cent). The greatest deviation from this percentage was reported by the medium private institutions with 27.3 per cent and the large private institutions with 33.3 per cent. No other combinations reported accounted for over 9.0 per cent of the total.

Table 27 lists those individuals who evaluated required participational experiences. There were 80 institutions (35.9 per cent) which delegated this responsibility to one individual--either the director of student teaching, the college instructor, teacher in the public school, or the student who engaged in the participational activity. Of this group, 58 institutions centered the responsibility for evaluation in the college instructor. There were 15 institutions (6.7 per cent) which used all four of the above mentioned personnel in a cooperative endeavor to evaluate participational experiences. Evaluations involving two individuals were reported by 71 institutions (31.8 per cent), and evaluations

TABLE 27

INDIVIDUALS EVALUATING PARTICIPATIONAL EXPERIENCES

		Small		Medium		Large		Total
		Private N=62	Tax N=24	Private N=11	Tax N=71	Private N=12	Tax N=43	N=223
Director of student teaching or director of professional laboratory experiences	No.	4			2	1	2	9
	%	6.4			2.8	8.3	4.6	4.0
Instructor of the college class for which the participation is required	No.	17	10	3	14	3	11	58
	%	27.4	41.7	27.3	19.7	25.0	25.6	26.0
Teacher or public school official with whom the student participated	No.	2		1	5		3	11
	%	3.2		9.1	7.0		7.0	4.9
College student who engaged in the experiences	No.		1				1	2
	%		4.2				2.3	0.9
All of the above	No.	3			8		4	15
	%	4.8			11.3		9.3	6.7
Director and instructor	No.	8		1	5	1	2	17
	%	12.9		9.1	7.0	8.3	4.6	7.6
Director and teacher	No.	2			5		2	9
	%	3.2			7.0		4.6	4.0

TABLE 27--Continued

		Small		Medium		Large		Total N=223
		Private N=62	Tax N=24	Private N=11	Tax N=71	Private N=12	Tax N=43	
Director, teacher, and instructor	No.	6	3		4		2	15
	%	9.7	12.5		5.6		4.6	6.7
Director, instructor, and student	No.	2	1	1	1		1	6
	%	3.2	4.2	9.1	1.4		2.3	2.7
Instructor and teacher	No.	7	3	1	9	2	6	28
	%	11.3	12.5	9.1	12.7	16.7	14.0	12.6
Instructor and student	No.	3	1		2		4	10
	%	4.8	4.2		2.8		9.3	4.5
Instructor, teacher, and student	No.	3	1	3	11	4	2	24
	%	4.8	4.2	27.3	15.5	33.3	4.6	10.8
Teacher and student	No.		1	1	1		1	4
	%		4.2	9.1	1.4		2.3	1.8
Other combinations with 3 or fewer total responses	No.	2	2		1		1	6
	%	3.2	8.3		1.4		2.3	2.7
No evaluation of participational experiences	No.	1			1	1	1	4
	%	1.6			1.4	8.3	2.3	1.8
No response	No.	2	1		2			5
	%	3.2	4.2		2.8			2.2

involving the cooperation of three individuals were reported by 45 institutions (20.2 per cent). Involvement of the student in a cooperative evaluation of participational experiences was reported by 59 institutions (26.5 per cent).

Evaluation of Professional Laboratory Experiences

This section of the chapter contains an evaluation of practices of professional laboratory experiences provided prior to student teaching. Each of the fifteen criteria previously estab[illegible]sed to evaluate the professional laboratory ex[illegible]tudent teaching provided by the six gro[illegible]e criteria statements are listed in A[illegible]

The [illegible]f institutions in each group which [illegible] given in Table 28. In computing the perc[illegible]nstitutions meeting Criterion 1, all institutions in each group returning the questionnaires were used. In computing the percentages of institutions meeting Criteria 2-15, only those institutions meeting Criterion 1 were considered.

Criterion 1 states that professional laboratory experiences prior to student teaching should be provided for each student as a part of the overall program of undergraduate preparation. There were 422 institutions responding to the questionnaires, and 350 of this total (82.9 per cent) met this criterion by providing observational experiences prior to

EVALUATION OF PROFESS[redacted]RIENCES PRIOR TO STUDENT TEACHING

		Medium			Large		Total
		ate 7	Tax N=136		Private N=21	Tax N=80	N=422
		ION[a]					
Criterion 1--Professional laboratory experiences prior to student teaching							
Observation	No.	93	44	21	110	18	64	350
	%	89.4	81.5	77.8	80.9	85.7	80.0	82.9
Participation	No.	65	26	12	77	14	46	240
	%	62.5	48.1	44.4	56.6	66.7	57.5	56.9
		SPECIFIC CRITERIA[b]						
Criterion 2--Integral part of each year of training								
Observation								
Participation								

involving the cooperation of three individuals were reported by 45 institutions (20.2 per cent). Involvement of the student in a cooperative evaluation of participational experiences was reported by 59 institutions (26.5 per cent).

Evaluation of Professional Laboratory Experiences

This section of the chapter contains an evaluation of practices of professional laboratory experiences provided prior to student teaching. Each of the fifteen criteria previously established were used to evaluate the professional laboratory experiences prior to student teaching provided by the six groups of institutions. The criteria statements are listed in Appendix A.

The number and percentage of institutions in each group which met each criterion are given in Table 28. In computing the percentages for the institutions meeting Criterion 1, all institutions in each group returning the questionnaires were used. In computing the percentages of institutions meeting Criteria 2-15, only those institutions meeting Criterion 1 were considered.

Criterion 1 states that professional laboratory experiences prior to student teaching should be provided for each student as a part of the overall program of undergraduate preparation. There were 422 institutions responding to the questionnaires, and 350 of this total (82.9 per cent) met this criterion by providing observational experiences prior to

TABLE 28

EVALUATION OF PROFESSIONAL LABORATORY EXPERIENCES PRIOR TO STUDENT TEACHING

		Small		Medium		Large		Total
		Private N=104	Tax N=54	Private N=27	Tax N=136	Private N=21	Tax N=80	N=422
GENERAL CRITERION[a]								
Criterion 1--Professional laboratory experiences prior to student teaching								
Observation	No.	93	44	21	110	18	64	350
	%	89.4	81.5	77.8	80.9	85.7	80.0	82.9
Participation	No.	65	26	12	77	14	46	240
	%	62.5	48.1	44.4	56.6	66.7	57.5	56.9
SPECIFIC CRITERIA[b]								
Criterion 2--Integral part of each year of training								
Observation	No.	1	2	4	1	1	9	
	%	1.1	4.5	3.8	5.9	1.6	2.6	
Participation	No.	1	1	2		3	7	
	%	1.6	4.2	2.8		7.0	3.1	

[a]In computing the percentage of institutions meeting Criterion 1, N's equal the number of institutions in each group returning the questionnaire.

[b]In computing the percentage of institutions meeting Criteria 2-15, N's equal the number of institutions meeting Criterion 1, excluding qualified responses.

TABLE 28--Continued

		Small		Medium		Large		Total
		Private N=104	Tax N=54	Private N=27	Tax N=136	Private N=21	Tax N=80	N=422
Criterion 3--Provided in courses in professional education and academic specialization								
Observation	No.	4	1		8	1		14
	%	4.3	2.3		7.6	5.9		4.1
Participation	No.	1			10	2	1	14
	%	1.6			14.1	16.7	2.3	6.3
Criterion 4--Cooperative planning of professional laboratory experiences								
Observation	No.	5	1		2			8
	%	5.4	2.3		1.9			2.3
Participation	No.	3	2	1	6	1	4	15
	%	4.8	8.3	9.1	8.4	8.3	9.3	6.7
Criterion 5--Directed by college instructor								
Observation	No.	80	40	18	90	16	48	292
	%	86.0	90.9	85.7	85.7	94.1	77.4	85.4
Participation	No.	56	21	10	52	11	32	182
	%	90.3	87.5	90.9	73.2	91.7	74.4	81.6

TABLE 28--Continued

		Small		Medium		Large		Total
		Private N=104	Tax N=54	Private N=27	Tax N=136	Private N=21	Tax N=80	N=422
Criterion 6--Adjustment of instructional loads								
Observation	No.	37	13	8	30	10	21	119
	%	39.8	29.5	38.1	28.6	58.8	33.9	34.8
Participation	No.	33	10	5	32	9	18	107
	%	53.2	41.7	45.4	45.1	75.0	41.9	48.0
Criterion 7--Written contract								
Observation	No.	27	13	5	28	5	24	102
	%	29.0	29.5	23.8	26.7	29.4	38.7	29.8
Participation	No.	20	6	5	25	5	18	79
	%	32.2	25.0	45.4	35.2	41.7	41.9	35.4
Criterion 8--Advance preparation								
Observation	No.	92	43	20	97	16	56	324
	%	98.9	97.7	95.2	92.4	94.1	90.3	94.7
Participation	No.	59	23	10	64	9	40	205
	%	95.2	95.8	90.9	90.1	75.0	93.0	91.9
Criterion 9--Follow-up discussions								
Observations	No.	84	39	18	94	16	55	306
	%	90.3	88.6	85.7	89.5	94.1	88.7	89.5
Participation	No.	56	22	9	66	10	35	198
	%	90.3	91.7	81.8	93.0	83.3	81.3	88.8

TABLE 28--Continued

		Small		Medium		Large		Total
		Private N=104	Tax N=54	Private N=27	Tax N=136	Private N=21	Tax N=80	N=422
Criterion 10--Provisions for individual differences								
Observation	No.	56	19	9	53	13	25	175
	%	60.2	43.2	42.8	50.5	76.5	40.3	51.2
Participation	No.	46	13	9	46	7	25	146
	%	74.2	54.2	81.8	64.8	58.3	58.1	65.5
Criterion 11--Use of closed-circuit television or video tapes								
Observation	No.	35	18	8	57	12	41	171
	%	37.6	40.9	38.1	54.3	70.6	66.1	50.0
Criterion 12--Activities of the teacher								
Observation	No.	10	4	3	16	3	12	48
	%	10.8	9.1	14.3	15.2	17.6	19.4	14.0
Participation	No.	11	1	1	12		5	30
	%	17.7	4.2	9.1	16.9		11.6	13.4
Criterion 13--School used for laboratory experiences								
Observation	No.	77	34	18	79	17	46	271
	%	82.8	77.3	85.7	75.2	100.0	74.2	79.2
Participation	No.	42	19	9	46	9	31	156
	%	67.7	79.2	81.8	64.8	75.0	71.4	70.0

TABLE 28--Continued

		Small		Medium		Large		Total
		Private N=104	Tax N=54	Private N=27	Tax N=136	Private N=21	Tax N=80	N=422
Criterion 14--Supervision of laboratory experiences								
Observation	No.	17	15	5	33	9	17	96
	%	18.3	34.1	23.8	31.4	52.9	27.4	28.1
Participation	No.	21	12	8	33	5	18	97
	%	33.9	50.0	72.7	46.5	41.7	41.9	43.5
Criterion 15--Evaluation of laboratory experiences								
Observation	No.	7	4	1	14		3	29
	%	7.5	9.1	4.8	13.3		4.8	8.5
Participation	No.	6	1	3	19	4	6	39
	%	9.7	4.2	27.3	26.8	33.3	14.0	17.5

student teaching. The range of percentages for the groups varied from 77.8 per cent for the medium private institutions to 89.4 per cent for the small private institutions. There were 240 institutions (56.9 per cent) meeting this criterion in that participational experiences were provided prior to student teaching. The range of percentages for the groups providing participational experiences varied from 44.4 per cent for the medium private institutions to 66.7 per cent for the large private institutions. Table 1 gives a complete breakdown of the institutions providing both observation and participation, observation only, and participation only.

Of the 350 institutions (82.9 per cent) meeting Criterion 1 by providing observational experiences prior to student teaching, 8 institutions indicated that their programs were required in only selected areas of secondary teacher education. Of the 240 institutions (56.9 per cent) meeting this criterion by providing participational experiences prior to student teaching, 17 institutions indicated that the programs of participation were required in only certain areas. However, these institutions with limited programs of observation and participation did meet Criterion 1 in that they had programs of professional laboratory experiences prior to student teaching. Since these programs are limited, the data from them were not used in computing either the number or percentage of institutions meeting Criteria 2-15.

Criterion 2 states that professional laboratory experiences prior to student teaching should be an integral part of each year of undergraduate preparation. Only 9 institutions (2.6 per cent) met this criterion by providing observational experiences throughout the undergraduate program, and only 7 institutions (3.1 per cent) met the criterion by providing participational experiences as an integral part of each year of undergraduate preparation. It is interesting to note that there were no medium private institutions providing either observational or participational experiences during each year of the undergraduate program.

Many institutions indicated that professional laboratory experiences prior to student teaching were provided only in professional education courses. Since the programs of teacher education have frequently been restricted by the placement of professional education courses within a two or three year period, many institutions had attempted to provide laboratory experiences as an integral part of all professional education.

Criterion 3 states that professional laboratory experiences should be an integral part of courses in professional education and academic specialization. Only 14 institutions (4.1 per cent) provided observational experiences as a part of these courses, and only 14 institutions (6.3 per cent) provided participational experiences as a part of these courses. Table 3 and Table 17 clearly show that observational

and participational experiences in courses in academic specialization were very limited. However, many institutions which did not meet Criterion 3 were apparently doing an excellent job in providing these experiences as a part of several professional education courses.

Criterion 4 states that the professional laboratory experiences prior to student teaching should be cooperatively planned by the college instructor, the public school teacher, and the student. There were 8 institutions (2.3 per cent) which met this criterion in planning observational experiences, and 15 institutions (6.7 per cent) which met this criterion by cooperatively planning participational experiences. Many institutions reported cooperative planning of professional laboratory experiences between the college instructor and the public school teacher (see Table 4 and Table 16), but because the criterion includes the student in this cooperative venture, only a few institutions completely met Criterion 4.

Criterion 5 states that professional laboratory experiences prior to student teaching should be under the direction of the college instructor teaching the courses for which the experiences are required. There were 292 institutions (85.4 per cent) which met Criterion 5 as it related to observational experiences. The percentage of institutions meeting this criterion ranged from 77.4 per cent for the large tax-supported institutions to 94.1 per cent for the large

private institutions. There were 182 institutions (81.6 per cent) which met Criterion 5 as it related to participation, with the percentages for the six groups of institutions ranging from 73.2 per cent for the medium tax-supported institutions to 91.7 per cent for the large private institutions.

Criterion 6 states that the instructional loads of all college staff members involved should be adjusted to work with students in professional laboratory experiences prior to student teaching. There were 119 institutions (34.8 per cent) meeting this criterion as it related to observational experiences, and 107 institutions (48.0 per cent) which met the criterion by adjusting instructional loads to work with participational activities. The percentages of institutions in each group which met Criterion 6 differed greatly from percentages of the total. For example, the percentages of institutions indicating an adjustment of instructional loads for observational experiences ranged from 28.6 per cent for the medium tax-supported institutions to 58.8 per cent for the large private institutions. As the criterion related to participational experiences, the percentage of institutions in the six groups meeting this criterion ranged from 41.7 per cent for the small tax-supported institutions to 75.0 per cent for the large private institutions.

Criterion 7 states that a written contract should exist between the colleges and cooperating public schools for observational and participational experiences. There

were 102 institutions (29.8 per cent) which had written contracts with cooperating public schools for observational experiences, and 79 institutions (35.4 per cent) which had a written contract for participational experiences. The percentages of institutions in the six categories with written contracts for observational experiences did not vary greatly from the total percentage of 29.8 per cent. The differences in percentages were greater for a written contract for participational experiences, with a range from 25.0 per cent for the small tax-supported institutions to 45.4 per cent for the medium private institutions.

Criterion 8 states that students should be prepared in advance for professional laboratory experiences prior to student teaching, and Criterion 9 states that discussions should follow these experiences. There were 324 institutions (94.7 per cent) which met Criterion 8 regarding observational experiences, and 205 institutions (91.9 per cent) met this criterion by preparing students in advance for participational experiences. In reference to advance preparation for observational experiences, all six groups reported over 90.0 per cent compliance with the criterion. Concerning advance preparation for participational experiences, five groups reported over 90.0 per cent compliance with the criterion. However, the large private institutions reported 75.0 per cent compliance.

A large percentage of institutions reported practices which indicated that Criterion 9 was being met. There were 306 institutions (89.5 per cent) which provided discussions following observations, and 198 institutions (88.8 per cent) provided discussions following participational experiences. No group of institutions varied greatly from either of these total percentages.

Criterion 10 states that professional laboratory experiences should be planned on the basis of the individual differences and previous experiences of each teacher education student. There were 175 institutions (51.2 per cent) which met this criterion regarding the planning of observational experiences, and 146 institutions (65.5 per cent) met the criterion in that participational activities were planned on the basis of individual differences. The percentages of institutions in each group which met the criterion as it related to observations ranged from 40.3 per cent for the large tax-supported institutions to 76.5 per cent for the large private institutions. The range of percentages for the six groups which met this criterion as it related to participational experiences was from 54.2 per cent for the small tax-supported institutions to 81.8 per cent for the medium private institutions.

Criterion 11 indicates that closed-circuit television and video tapes should be used for observing classes. There were 171 institutions (50.0 per cent) which met this criterion

by using these devices to some extent. The group with the lowest percentage of institutions meeting this criterion was the small private institutions reporting 37.6 per cent compliance. The group with the highest percentage was the large private institutions with 70.6 per cent compliance.

Criterion 12 states that students should be provided with professional laboratory experiences in all the activities of the classroom teacher. In determining the number and percentage of institutions meeting this criterion, it was assumed that experiences must be provided in the following areas--instructional, professional, extra-curricular, and community. Only those institutions providing observational and participational experiences in each of the four areas were considered to have met the requirements of the criterion. Only 48 institutions (14.0 per cent) met the criterion in providing observational experiences in the four types of teacher activities, and only 30 institutions (13.4 per cent) met this criterion as it related to participational experiences. No group of institutions had a percentage meeting the criterion which exceeded 20.0 per cent. The group of large private institutions, in fact, had no member meeting this criterion in participational experiences. The failure to provide professional laboratory experiences in community activities was why only a few institutions met Criterion 12. There are, in fact, many institutions which provided a variety of experiences in areas other than community activities (See Tables 10, 21, 22, and 23).

Criterion 13 states that students should have professional laboratory experiences in a variety of schools, offering opportunities to observe and participate in different administrative and curriculum organizations and to observe and work with students of varying abilities and socio-economic backgrounds. It was necessary to make certain assumptions in applying this criterion. In the first place, the use of the campus laboratory school was not considered to be adequate in providing the required range of opportunities because of the selective nature of most campus laboratory schools. It was also assumed that the use of only one public school could not provide the required experiences prescribed in the criterion. It was decided, therefore, that only those institutions which indicated the use of several schools were considered to have met Criterion 13. The number of institutions which used several public schools for observational experiences was 271 (79.2 per cent). None of the six groups varied greatly from this average with the exception of the large private institutions in which all 17 met the criterion. Regarding the use of several public schools for participational experiences, 156 institutions (70.0 per cent) met the criterion, with no single group of institutions varying significantly from this average percentage.

Criterion 14 states that the supervision of professional laboratory experiences should be the joint responsibility of personnel from the cooperating schools or community

agency and the college. Any plan for accepting this joint responsibility was considered in determining the number and percentage of institutions which met this criterion. Regarding the cooperative supervision of observational experiences, 96 institutions (28.1 per cent) met this criterion, with the percentages for the six groups ranging from 18.3 per cent for the small private institutions to 52.9 per cent for the large private institutions. There were 97 institutions (43.5 per cent) which met this criterion in relation to the cooperative supervision of participational experiences. The percentage of the six groups meeting this criterion ranged from 33.9 per cent for the small private institutions to 72.7 per cent for the medium private institutions.

Criterion 15 states that professional laboratory experiences prior to student teaching should be cooperatively evaluated by the college instructor, public school teacher, and the college student engaging in the experiences. Only 29 institutions (8.5 per cent) provided the kind of cooperative evaluation of observational experiences specified by the criterion. It is interesting to note that none of the large private institutions met this criterion in relation to the evaluation of observational experiences. In reference to participational experiences, there were 39 institutions (17.5 per cent) which provided a cooperative evaluation of participational experiences specified by the criterion. The percentages of institutions in each group meeting this

criterion ranged from 4.2 per cent for the small tax-supported institutions to 33.3 per cent for the large private institutions.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The problem of this study was to determine and evaluate current practices of professional laboratory experiences prior to student teaching in selected teacher education institutions. More specifically, the study was broken down into the following sub-problems: (1) the development of evaluative criteria based on a review of professional literature; (2) the determination of current practices through the use of a questionnaire; and (3) the evaluation of current practices through the criteria developed.

The descriptive-survey method of investigation was used in gathering the data. Questionnaires were received from 422 institutions (95.5 per cent) of the 442 institutions accredited by the National Council for Accreditation of Teacher Education with approved secondary teacher education programs. The data reported were tabulated and evaluated through the use of fifteen criteria validated by professional literature.

Major Findings

Data collected from the 422 questionnaires indicated that 363 institutions (86.0 per cent) provided some type of professional laboratory experiences prior to student teaching. Observational experiences were required by 350 institutions (82.9 per cent), and participational experiences were required by 240 institutions (56.9 per cent). However, there was a wide range in the extent to which the institutions met the established criteria for professional laboratory experiences prior to student teaching. No institution met all fifteen criteria. Because practices did not vary consistently and greatly within the six groups of institutions, this summary reports findings for the total.

The data from the 350 institutions requiring observational experiences prior to student teaching resulted in the following findings:

1. Approximately one-fourth of the institutions requiring observational experiences provided these experiences during the junior year; an additional 18 per cent provided these experiences during both the junior and senior years.

2. Institutions used many different courses and combinations of courses for providing observational experiences. No single course or combination accounted for over 10 per cent of the total.

3. Almost 40 per cent of the institutions assigned the responsibility for planning observations to the college

instructors only; less than 20 per cent involved the student or public school personnel in planning.

4. Over 85 per cent of the institutions reported that observational experiences were directed or administered by the college instructors of the courses requiring observations.

5. Over 62 per cent of the institutions did not make adjustments in instructional loads of staff members involved to include activities in observational experiences.

6. Over 70 per cent of the institutions had no written contract with cooperating public schools with provisions for observational experiences prior to student teaching.

7. Ninety-four per cent of the institutions provided advance preparation for observational experiences, and approximately 90 per cent provided discussions following observational experiences.

8. Slightly over one-half of all institutions provided observational experiences on the basis of individual differences of teacher education students, including past experiences, interests, and teaching fields.

9. Fifty per cent of the institutions made use of closed-circuit television or video tapes for observing classes.

10. Almost one-half of the institutions limited observational experiences to instructional activities.

11. Over 70 per cent of the institutions provided observational experiences in more than one public school; almost 10 per cent used the campus laboratory school and several public schools for these experiences.

12. Almost 40 per cent of the institutions used only instructors of courses requiring observations to supervise these experiences; approximately 40 per cent of the institutions also used the instructors for evaluating observational experiences.

The data from the 240 institutions requiring participational experiences prior to student teaching resulted in the following findings:

1. Almost 30 per cent of the institutions required these experiences during the junior year only; over 20 per cent more required the experiences during both the junior and senior years.

2. Institutions used many different courses and combinations of courses for providing participational experiences. Over 15 per cent of the institutions used only a general methods course for these experiences. No other single course or combination accounted for more than 10 per cent of the total.

3. Approximately one-fourth of the institutions assigned the responsibility for planning participational experiences to the college instructors only.

4. Over 80 per cent of the institutions required the college instructors to direct or administer participational experiences.

5. Approximately one-half of the institutions adjusted instructional loads of staff members involved to include participational activities.

6. Sixty-three per cent of the institutions did not have a written contract with cooperating public schools with provisions for participational experiences.

7. Over 91 per cent of the institutions provided advance preparation for participational experiences, and 88 per cent conducted discussions following these experiences.

8. Approximately two-thirds of the institutions provided participational experiences on the basis of individual differences of teacher education students, including past experiences, interests, and teaching fields.

9. Over 80 per cent of the institutions provided students opportunities to participate in a variety of classroom activities.

10. Over 61 per cent of the institutions had no specific requirements for student participation in extra-class activities, over 50 per cent had no requirements for participation in professional services, and over 80 per cent had no requirements for participation in community activities.

11. Almost 60 per cent of the institutions made use of several public schools in providing participational

experiences; an additional 10 per cent used the campus laboratory school and several public schools for these experiences.

12. No consistent practice was followed in assigning the responsibility for supervising and evaluating participational experiences prior to student teaching. The most common practice, followed by approximately one-fourth of the institutions, was to center these responsibilities in the instructors of the courses requiring participational experiences.

Conclusions

The following conclusions were drawn from the findings of the study:

1. Although 86 per cent of the institutions accredited by the National Council for Accreditation of Teacher Education did provide some program of professional laboratory experiences prior to student teaching, in general, the programs failed to meet the criteria validated by professional literature.

2. Observational experiences prior to student teaching were emphasized more than participational experiences.

3. A major weakness of many programs was a failure to provide experiences in community activities and in special school services, such as guidance office, attendance office, library, and clinic. Only a variety of classroom activities was provided.

4. Although recommendations had been made that professional laboratory experiences prior to student teaching be an integral part of the total program, institutions reported a concentration of experiences in professional education courses during the junior and senior years.

5. In general, many different secondary schools were used for observation and participation, providing students an opportunity to observe schools with different administrative and curriculum organizations and with students of varying abilities, home backgrounds, and socio-economic levels.

6. An outstanding weakness revealed was the failure to cooperatively involve students and public school personnel in planning professional laboratory experiences prior to student teaching.

7. Many institutions reported administrative practices that did not meet the established criteria. The direction, supervision, and evaluation tended to be the responsibility of the college instructors. Moreover, inadequate provisions were made in adjusting instructional loads of staff members involved to include these activities. Furthermore, very few institutions had a written contract with cooperating public schools with provisions for professional laboratory experiences prior to student teaching.

8. A strength of many programs was compliance with the following criteria related to instructional procedures:

preparation for and follow-up of all professional laboratory experiences, provisions for individual differences, and use of closed-circuit television and video tapes for observing classes.

Recommendations

Findings and conclusions of the study support the following recommendations:

1. Further attention should be given to the development of criteria or standards for evaluating professional laboratory experiences prior to student teaching. These criteria should be validated in a variety of ways, such as analyses of outstanding programs, a panel of recognized leaders in the field, professional literature, follow-up studies of graduates, and success of student teachers.

2. Professional groups, such as the Association of Student Teaching, should provide leadership in the development of adequate criteria for professional laboratory experiences prior to student teaching.

3. A series of research studies should be conducted to test the basic assumptions which underlie many recommendations made in professional literature. A thorough review of literature revealed very little research to support expressed opinions.

4. Innovative models for professional laboratory experiences for secondary teacher education should be developed

and tested. Such projects might well parallel the research concerned with "Educational Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers" developed under the auspices of the Bureau of Research of the United States Office of Education, 1967-1969, which resulted in the development of nine innovative models.

5. Much more consideration should be given to the implementation of the principle that adequate programs of professional laboratory experiences prior to student teaching should be the joint responsibility of higher education and public education. This principle applies to planning, administering, and evaluating the experiences.

6. It is recommended that educators give special attention to strengthening programs of professional laboratory experiences in three ways. Programs should provide more experiences related to special school services, involve students more in community activities, and include students more adequately in the planning.

7. The effectiveness of closed-circuit television and video tapes in providing vicarious observational experiences should be studied, and special attention should be given to the development of adequate instructional materials for providing vicarious experiences.

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National Council for Accreditation of Teacher Education. Standards for Accreditation of Teacher Education. Washington, D.C.: National Council for Accreditation of Teacher Education, 1960.

APPENDIX A

DEVELOPMENT OF CRITERIA FOR PROFESSIONAL LABORATORY EXPERIENCES PRIOR TO STUDENT TEACHING

Criterion Sources

The following sources are listed in each category in chronological order, beginning with the earliest publication to the most recent.

All statements with implications for evaluating professional laboratory experiences prior to student teaching from any of the following yearbooks of the Association for Student Teaching are followed by "I":

1. Association for Student Teaching. Off-Campus Student Teaching. Thirtieth Yearbook. Ann Arbor, Mich.: Edwards Brothers, Inc., 1951.

2. Association for Student Teaching. Facilities for Professional Laboratory Experiences in Teacher Education. Thirty-third Yearbook. Ann Arbor, Mich.: Edwards Brothers, Inc., 1954.

3. Association for Student Teaching. Improving Instruction in Professional Education. Thirty-seventh Yearbook. Dubuque, Iowa: William C. Brown Co., Inc., 1958.

4. Association for Student Teaching. The Supervising Teacher. Thirty-eighth Yearbook. Dubuque, Iowa: William C. Brown Co., Inc., 1959.

5. Association for Student Teaching. Teacher Education and the Public Schools. Fortieth Yearbook. Dubuque, Iowa: William C. Brown Co., Inc., 1961.

6. Association for Student Teaching. The Outlook in Student Teaching. Forty-first Yearbook. Dubuque, Iowa: William C. Brown Co., Inc., 1962.

7. Association for Student Teaching. Concern for the Individual in Student Teaching. Forty-second Yearbook. Dubuque, Iowa: William C. Brown Co., Inc., 1963.

8. Association for Student Teaching. Professional Growth Inservice of the Supervising Teacher. Forty-fifth Yearbook. Dubuque, Iowa: William C. Brown Co., Inc., 1966.

All statements from any of the following bulletins of the Association for Student Teaching are followed by "II":

1. Association for Student Teaching. Guiding Student Teaching Experiences. Bulletin Number 1. Lock Haven, Pa.: The Association for Student Teaching, 1952.

2. Association for Student Teaching. Helping Student Teachers Through Evaluation. Bulletin Number 2. Lock Haven, Pa.: The Association for Student Teaching, 1953.

3. Association for Student Teaching. Achieving Quality in Off-Campus Professional Laboratory Experiences. Bulletin Number 8. Cedar Falls, Iowa: The Association for Student Teaching, 1957.

4. Association for Student Teaching. The Purposes, Functions, and Uniqueness of the College-Controlled Laboratory School. Bulletin Number 9. Cedar Falls, Iowa: The Association for Student Teaching, 1958.

5. Association for Student Teaching. A Guide to Planning For Off-Campus Student Teaching. Bulletin Number 11. Cedar Falls, Iowa: The Association for Student Teaching, 1959.

All statements from any of the following publications of the American Association of Colleges for Teacher Education are followed by "III":

1. Flowers, John G., et al. School and Community Laboratory Experiences in Teacher Education. Oneonta, N.Y.: American Association of Teachers Colleges, 1948.

2. American Association of Colleges for Teacher Education. Proceedings of the Annual Meeting. First Yearbook. Oneonta, N.Y.: American Association of Colleges for Teacher Education, 1948.

3. American Association of Colleges for Teacher Education. Proceedings of the Annual Meeting. Seventh Yearbook. Oneonta, N.Y.: American Association of Colleges for Teacher Education, 1954.

4. American Association of Colleges for Teacher Education. Proceedings of the Annual Meeting. Eighth Yearbook. Oneonta, N.Y.: American Association of Colleges for Teacher Education, 1955.

5. Cottrell, Donald P., ed. Teacher Education for a Free People. Oneonta, N.Y.: American Association of Colleges for Teacher Education, 1956.

6. American Association of Colleges for Teacher Education. Evaluative Criteria for Accrediting Teacher Education. Washington, D.C.: Association of Colleges for Teacher Education, National Education Association, 1967.

All statements from the following publication of the National Council for Accreditation of Teacher Education are followed by "IV":

1. National Council for Accreditation of Teacher Education. Standards for Accreditation of Teacher Education. Washington, D.C.: National Council for Accreditation of Teacher Education, 1960.

All statements from any of the following sources are followed by "V":

1. Adams, Harold P., and Dickey, Frank G. Basic Principles of Student Teaching. New York: American Book Company, 1956.

2. Stratemeyer, Florence S., and Lindsey, Margaret. Working With Student Teachers. New York: Bureau of Publications, Teachers College, Columbia University, 1959.

3. Lindsey, Margaret; Mauth, Leslie; and Grotberg, Edith. Improving Laboratory Experiences in Teacher Education. New York: Bureau of Publications, Teachers College, Columbia University, 1959.

4. Stiles, Lindley, et al. Teacher Education in the United States. New York: The Ronald Press, 1960.

5. Hodenfield, G. K., and Stinnett, T. M. The Education of Teachers. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1961.

6. Andrews, L. O. Student Teaching. New York: The Center for Applied Research in Education, Inc., 1964.

7. Devor, John W. The Experience of Student Teaching. New York: The Macmillan Company, 1964.

8. Beggs, Walter K. The Education of Teachers. New York: The Center for Applied Research in Education, Inc., 1965.

All statements from any of the following articles in the professional journals are followed by "VI":

1. Lindsey, Margaret. "The Significance of the New Standard Governing Professional Laboratory Experiences." Teachers College Journal, XX (May-June, 1949), 106-107.

2. Haskew, L. D. "Preservice Preparation of Teachers." Review of Educational Research, XIX (June, 1949), 201-206.

3. McGrath, G. D. "Harbingers of Improvement in Teacher Education." Educational Forum, XIV (January, 1950), 157-162.

4. Tanruther, E. M. "The Role of the Campus Laboratory School in the Education of Teachers." Journal of Teacher Education, I (September, 1950), 218-223.

5. Andrews, L. O. "Experimental Programs of Laboratory Experiences in Teacher Education." Journal of Teacher Education, I (December, 1950), 259-267.

6. McGeoch, Dorothy M. "Cooperative Planning for Professional Education of Teachers." Teachers College Record, LIV (May, 1953), 440-446.

McGeoch, Dorothy, and Leavitt, Howard. "Public Schools Provide Direct Experiences." Educational Leadership, XI (November, 1953), 89-94.

8. Conyers, Charline H. "Is Student Teaching Enough?" Peabody Journal of Education, XXXII (January, 1955), 237-241.

9. Patterson, Allen D. "The 'New Look' in Student Teaching." Educational Forum, XIX (May, 1955), 421-430.

10. Herrick, Virgil E. "Our Future in Teacher Education." Teachers College Record, LVII (February, 1956), 323-332.

11. Armstrong, W. Earl. "The Teacher Education Curriculum." Journal of Teacher Education, VIII (September, 1957), 230-243.

12. Cox, Dan. "Initiating A Program of Pre-Student Teaching Laboratory Experiences." Journal of Teacher Education, IX (June, 1958), 159-161.

13. Shizuko, N. Harry. "Some Trends in Teacher Education." Educational Research Bulletin, XXXVII (September 10, 1958), 158-160.

14. Levine, Madeline S. "Extending Laboratory Experiences." Journal of Teacher Education, IX (December, 1958), 379-382.

15. Hunt, John H. "Closing the Gap." Journal of Teacher Education, X (June, 1959), 203-206.

16. Freedman, Florence B. "Teacher Education By Closed-Circuit Television." Journal of Teacher Education, X (September, 1959), 291-296.

17. Goodlad, John I. "The Professional Curriculum of Teachers." Journal of Teacher Education, XI (December, 1960), 454-459.

18. Shuck, Emerson. "Field or Laboratory Experience in Teacher Education." Journal of Teacher Education, XII (September, 1961), 271-274.

19. Woodward, John C. "The Use of Television in Teacher Education." Journal of Teacher Education, XV (March, 1964), 56-60.

20. Ort, E. P. "New Dimensions in Pre-Student Teaching Laboratory Experiences." Teachers College Journal, XXXVI (January, 1965), 167-168.

21. Dawald, V. F. "Training Effective Teachers." Illinois Education, LIII (May, 1965), 391-395.

22. Goodlad, John I. "An Analysis of Professional Laboratory Experiences in the Education of Teachers." Journal of Teacher Education, XVI (September, 1965), 263-270.

23. Knapp, Dale L. "Preparing Teachers of Disadvantaged Youth: Emerging Trends." Journal of Teacher Education, XVI (June, 1966), 188-192.

24. Hunter, Elizabeth, and Amidon, Edmund. "Direct Experience in Teacher Education: Innovation and Experimentation." Journal of Teacher Education, XVII (Fall, 1966), 282-289.

All statements from any of the following doctoral dissertation abstracts are followed by "VII":

1. Black, Marian Watkins. "Laboratory Experiences for Undergraduates in Secondary Education in Selected, Florida, Teacher-Education Institutions." Unpublished Ph.D. dissertation, Northwestern University, 1953. Dissertation Abstracts, XIII (No. 5-6, 1953), 1098-1099.

2. Callahan, Sterling Grundy. "The Role of Non-Student Teaching First-Hand Experiences in Selected Teacher Education Institutions." Unpublished Ed.D. dissertation, University of Virginia, 1953. Dissertation Abstracts, XIV (No. 5-9, 1954), 1047-1048.

3. Frantz, Merlin Levine. "An Analysis of Professional Laboratory Experiences Provided Prior to Student Teaching for Students Preparing to be Secondary School Teachers." Unpublished Ed.D. dissertation, The University of Nebraska Teachers College, 1959. Dissertation Abstracts, XX (No. 1-2, 1959), 211-212.

4. Voorhies, William Thompson. "An Analysis of Pupil and College Student Opinions Concerning the Use of Closed-Circuit Television for Observation of Classroom Instruction at Indiana University." Unpublished Ed.D. dissertation, Indiana University, 1960. Dissertation Abstracts, XXI (No. 1-3, 1960), 558.

5. Kugler, Edgar Merrill. "An Analysis of the School Observation Program Included As a Part of Professional Education Prior to Student Teaching for Students in Secondary Education at The University of Nebraska." Unpublished Ed.D. dissertation, The University of Nebraska Teachers College, 1961. Dissertation Abstracts, XXII (No. 9-10, 1962), 3535.

6. Swaim, Roland Quinn. "Criteria For Evaluating Programs in Professional Laboratory Experiences in Teacher Education." Unpublished Ed.D. dissertation, University of Kansas, 1962. Dissertation Abstracts, XXIII (No. 7-8, 1963), 2812-2813.

7. Halfaker, Philip. "Professional Laboratory Experiences Provided Prior to Student Teaching for Undergratuates in Secondary Education in Selected Teacher-Education Institutions." Unpublished Ed.D. dissertation, Indiana University, 1962. Dissertation Abstracts, XXIII (No. 9-10, 1963), 3796-3797.

8. Stromquist, Marian Hughes. "A Study of Pre-Student Teaching Laboratory Experience in Secondary Education Programs of Selected Colleges and Universities." Unpublished Ed.D. dissertation, University of Kansas, 1965. Dissertation Abstracts, XXVII, Series A (No. 1-3, 1966), 133-A.

All statements from any of the following publications of the National Commission on Teacher Education and Professional Standards are followed by "VIII":

1. National Commission on Teacher Education and Professional Standards. Teacher Education: The Decade Ahead. Report of the DeKalb Conference. Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1955.

2. National Commission on Teacher Education and Professional Standards. The Education of Teachers: New Perspectives. Report of the Second Bowling Green Conference. Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1958.

3. National Commission on Teacher Education and Professional Standards. The Education of Teachers--Curriculum Programs. Report of the Kansas Conference. Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1959.

4. Lindsey, Margaret, ed. New Horizons For the Teaching Profession. Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1961.

5. National Commission on Teacher Education and Professional Standards. Changes in Teacher Education: An Appraisal. Report of the Columbus Conference. Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1964.

6. National Commission on Teacher Education and Professional Standards. The Real World of the Beginning Teacher. Report of the National Conference. Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1966.

Statements with Implications for Evaluation

1. Planned observational and participational experiences prior to student teaching should be provided for each teacher education student as a part of the overall program of professional laboratory experiences. (I, II, III, IV, V, VI, VII, VIII)
2. Professional laboratory experiences prior to student teaching should be an integral part of each of the four years of undergraduate preparation. (I, II, III, VI, VII, VIII)
3. Laboratory experiences should be a part of the academic courses which the student is required to take in his undergraduate training. (I, II, III, VIII)
4. Laboratory experiences should be a part of the professional education courses which the student is required to take in his undergraduate training. (I, II, III, IV, V, VI, VII, VIII)
5. There should not be a separate course for observational and participational experiences. (III, VII)
6. Laboratory experiences prior to student teaching should be an integral part of the general education courses which the student is required to take in his undergraduate training. (V, VI, VIII)

7. Professional laboratory experiences must be planned in terms of the goals of the college course of which they are a part. (III)
8. Supervised observational and participational activities prior to student teaching should comprise about one-half of the professional education. (V)
9. Professional laboratory experiences prior to student teaching should grow out of and be a part of independent study. (VIII)
10. Professional laboratory experiences prior to student teaching should be jointly planned by the college instructor, the public school teacher, and the college student. (I, II, III, V, VI, VII, VIII)
11. It is the responsibility of the director of student teaching to see that a program of high quality professional laboratory experiences is planned, and that it operates smoothly and efficiently for all concerned. (II)
12. Professional laboratory experiences prior to student teaching must have a logical sequence. (II)
13. On campus professional laboratory experiences should come first; then, experiences which move out into the community should follow. (III)
14. Carefully planned small-group observations should be integrated with college courses. (VI)
15. Students must be provided with opportunities to become involved with pupils after initial observations are completed. (VI)

16. Opportunities for the observation of master teachers should be provided prior to student teaching. (VIII)
17. The responsibility for coordinating a program of professional laboratory experiences prior to student teaching should be delegated to a member of the secondary staff. (VII)
18. The secondary faculty should participate in the policy making of laboratory experiences prior to student teaching through a professional laboratory experience committee. (VII)
19. Professional preparation of teachers should be characterized by a gradual intensification of professional laboratory experiences. (VII)
20. Professional laboratory experiences prior to student teaching should be directed by the instructor teaching the courses in which the experiences are required. (I, II, III, IV, V, VI, VII)
21. The instructional load of the college personnel involved should be adjusted to include professional laboratory experiences prior to student teaching. (III, IV, VII)
22. There should be a written contract between the teacher education institution and the cooperating schools and community agencies concerning professional laboratory experiences prior to student teaching. (I, II, III, IV)
23. Students must be prepared in advance for the pre-student teaching professional laboratory activities in which they will engage. (II, V, VII)

24. Students should have an opportunity to engage in discussions at the completion of laboratory experiences. (I, II, V, VI, VIII)
25. Professional laboratory experiences prior to student teaching should be planned on the basis of the individual needs and previous experiences of each teacher education student. (I, II, III, IV, V, VI, VII, VIII)
26. Individual cumulative records and group curriculum records should be kept in order to plan a program of professional laboratory experiences around the needs and interests of individuals and groups. (III)
27. Closed-circuit television and video tapes should be used for observing classes. (I, III, V, VI, VII, VIII)
28. Professional laboratory experiences prior to student teaching should provide the student with direct experience with all the major activities of the teacher. (I, II, III, IV, V, VI, VII, VIII)
29. Work in the community agencies should be a part of the overall program of professional laboratory experiences prior to student teaching. (I, II, III, V, VI, VII)
30. The selection of non-school agencies is the responsibility of the teacher education institution. (I)
31. Students should visit different types of homes to study the various kinds of environments and backgrounds. (V)
32. Direct experience prior to student teaching should include case studies of individual children. (V)

33. Students should have direct experiences with two or more community agencies. (V)
34. Professional laboratory experiences prior to student teaching should provide opportunities for students to meet and work with parents. (VII)
35. The student should have direct experiences prior to student teaching with students of varied intellectual abilities. (I, III, V, VI)
36. The student should have direct experiences prior to student teaching with children of varied home backgrounds and socio-economic levels. (I, III, V, VI)
37. Direct experiences prior to student teaching should be provided in schools with differing curriculum and administrative organizations. (I, III, V, VI, VII)
38. Professional laboratory experiences prior to student teaching should be held in representative schools having a non-selected student body. (I, III, VII)
39. College supervision, student participation, and supervising teacher relationship should not suffer because of the location of the laboratory school. (II)
40. Professional laboratory experiences prior to student teaching should be cooperatively supervised by the college personnel and the public school personnel. (I, III, V, VI, VIII)
41. Professional laboratory experiences prior to student teaching should be evaluated jointly by the college

instructor, public school or community agency personnel, and the college student. (I, II, III, VI, VII)

42. College schedules must be constructed to permit greater flexibility for off-campus experiences. (III)

Evaluative Criteria

Each criterion statement below refers to both observational and participational experiences with the exception of Criterion 11. This statement refers only to observational experiences.

Criterion 1.--Professional laboratory experiences prior to student teaching should be provided for each teacher education student as a part of the overall program of undergraduate preparation.

Criterion 2.--Professional laboratory experiences should be an integral part of each year of undergraduate training.

Criterion 3.--Professional laboratory experiences prior to student teaching should not be provided in a separate course in observation and participation; rather, these experiences should be provided as an integral part of courses in professional education and academic specialization.

Criterion 4.--Professional laboratory experiences prior to student teaching should be cooperatively planned by the college instructor, public school or campus laboratory school teacher, and the college student.

Criterion 5.--Professional laboratory experiences prior to student teaching should be under the direction of the instructor teaching the college course for which the experiences are required.

Criterion 6.--The instructional load of the college staff members involved should be adjusted to include activities with students in professional laboratory experiences.

Criterion 7.--There should be an agreement in writing between the teacher education institution and the cooperating schools and community agencies concerning professional laboratory experiences prior to student teaching.

Criterion 8.--Students should be prepared in advance for professional laboratory experiences.

Criterion 9.--Follow-up discussions should be conducted after professional laboratory experiences.

Criterion 10.--Professional laboratory experiences prior to student teaching should be planned on the basis of the individual differences and experiences of each teacher education student.

Criterion 11.--Closed-circuit television and video tapes should be used for observing classes.

Criterion 12.--Professional laboratory experiences prior to student teaching should include the full range of activities of today's teacher.

Criterion 13.--Professional laboratory experiences prior to student teaching should be held in representative schools with non-selected students. These schools should have differing administrative and curriculum organizations and should have students of varying abilities, home backgrounds, and socio-economic levels.

Criterion 14.--The supervision of professional laboratory experiences prior to student teaching should be the joint responsibility of the laboratory school or community agency personnel and the college personnel.

Criterion 15.--Professional laboratory experiences prior to student teaching should be evaluated jointly by the instructor of the college class, the teacher of the class being observed, and the student engaging in the experiences.

Documentation of Evaluative Criteria

The specific documentation of each criterion statement is listed below. The Roman numerals indicate the general criterion sources. Following the Roman numerals are the Arabic numerals, indicating the specific entry in the general source, and the page number in that entry.

Criterion 1

I, 1, p. 16	III, 3, pp. 127-128	VI, 1, pp. 106-107
I, 2, p. 61	III, 5, pp. 67-68	VI, 6, p. 440
I, 6, p. 34	IV, 1, p. 9	VI, 9, p. 425
I, 7, p. 91	V, 2, p. 46	VI, 13, p. 158

I, 8, p. 79
II, 1, p. 19
II, 2, p. 6
II, 3, p. 20
II, 4, p. 30
II, 5, p. 61
III, 1, p. 140
III, 2, p. 93
V, 4, p. 230
V, 5, p. 57
V, 6, p. 24
V, 7, p. 6
V, 8, p. 37
VI, 3, p. 159
VI, 4, p. 220
VI, 8, p. 238
VI, 15, p. 206
VI, 23, p. 189
VII, 5, p. 3535
VII, 6, p. 2813
VII, 7, p. 3797
VIII, 1, p. 115
VIII, 3, p. 127

Criterion 2

I, 1, p. 10
I, 2, p. 59
I, 3, p. 56
I, 5, p. 108
I, 7, p. 66
I, 8, p. 79
II, 3, p. 21
III, 1, p. 140
III, 2, p. 92
III, 3, p. 135
V, 1, p. 3
V, 2, p. 46
V, 3, p. 15
V, 4, p. 235
V, 6, p. 80
VI, 1, p. 106
VI, 2, p. 202
VI, 6, p. 440
VI, 10, p. 330
VI, 21, p. 392
VI, 24, p. 283
VIII, 2, p. 43
VIII, 4, p. 70

Criterion 3

I, 1, p. 11
I, 2, p. 60
II, 3, p. 21
II, 5, p. 61
VI, 11, p. 240
VI, 13, p. 159
VI, 15, p. 206
VI, 17, p. 456
III, 1, p. 323
III, 2, pp. 91-92
III, 3, p. 135
III, 6, p. 116
VII, 1, p. 1099
VII, 2, p. 1047
VII, 3, p. 211
VII, 6, p. 2813
IV, 1, p. 9
V, 1, p. 16
VI, 5, p. 261
VI, 9, p. 424
VIII, 3, p. 148
VIII, 4, p. 67

Criterion 4

I, 1, p. 71
I, 2, p. 51
I, 4, p. 68
II, 3, pp. 1-2
III, 1, p. 22
III, 2, p. 95
III, 3, p. 137
V, 2, p. 47
V, 4, p. 236
VI, 1, p. 119
VI, 7, p. 90
VI, 12, p. 161
VII, 1, p. 1099
VII, 6, p. 2813
VII, 7, p. 3797
VIII, 1, p. 115
VIII, 2, p. 43
VIII, 4, p. 70
VIII, 5, p. 43

Criterion 5

I, 2, p. 20
I, 6, p. 133
II, 4, p. 17
III, 1, p. 29
III, 6, p. 116
IV, 1, p. 9
V, 2, p. 48
VI, 11, p. 240
VII, 2, p. 1047

Criterion 6

III, 1, p. 313
III, 2, p. 98
IV, 1, p. 9
VII, 6, p. 2813

Criterion 7

I, 2, p. 3
II, 3, p. 8
III, 2, p. 210
III, 3, p. 135
III, 6, p. 116
IV, 1, p. 9

Criterion 8

II, 4, p. 17
V, 2, p. 46
V, 4, p. 245
V, 6, p. 24
VII, 2, p. 1047

Criterion 9

I, 2, p. 50
I, 3, p. 59
II, 4, p. 17
V, 2, p. 46
V, 4, p. 245
VI, 18, p. 272
VIII, 4, p. 70

Criterion 10

I, 1, p. 71
I, 2, p. 19
I, 4, p. 68
I, 7, p. 60
II, 2, p. 5
II, 3, p. 67
III, 1, p. 287
III, 2, p. 91
III, 3, p. 136
IV, 1, p. 9
V, 2, p. 47
V, 4, p. 235
V, 6, p. 80
VI, 1, p. 106
VI, 9, p. 247
VI, 12, p. 161
VII, 1, p. 1098
VII, 2, p. 1048
VII, 6, p. 2813
VIII, 4, p. 70

Criterion 11

I, 6, p. 126
III, 4, p. 240
V, 4, p. 245
V, 6, p. 25
VI, 16, p. 292
VI, 17, pp. 456-457
VI, 19, p. 56
VI, 20, p. 167
VI, 22, p. 268
VII, 4, p. 558
VII, 8, p. 133-A
VIII, 5, p. 43

Criterion 12

I, 1, p. 13
II, 4, p. 36
II, 5, p. 61
III, 1, p. 314
III, 2, pp. 92-93
IV, 1, p. 9
V, 2, p. 51
V, 4, p. 234
V, 6, p. 80
V, 8, p. 37
VI, 1, p. 106
VI, 4, p. 220
VI, 9, p. 429
VI, 14, p. 380
VII, 6, p. 2813
VII, 7, p. 3797
VIII, 3, p. 148

Criterion 13

I, 1, p. 11
I, 2, p. 9
III, 1, pp. 22-23
III, 2, p. 93
V, 2, p. 51
V, 4, pp. 236-237
V, 6, p. 80
V, 8, p. 37
VI, 4, p. 218
VI, 12, p. 161
VII, 6, p. 2813

Criterion 14

I, 2, p. 69
I, 5, p. 108
III, 2, p. 96
III, 6, p. 116
V, 2, p. 48
V, 6, p. 80
VI, 1, p. 119
VI, 7, p. 90
VI, 12, p. 161
VIII, 5, p. 43

Criterion 15

I, 2, p. 51
I, 4, p. 68
II, 3, p. 13
II, 4, p. 35
III, 2, p. 208
VI, 5, p. 261
VII, 7, p. 3797

APPENDIX B

GENERAL INFORMATION

Please fill in the following information sheet before completing the attached questionnaire.

Name of Institution_____

Address_____

Person Completing Questionnaire_____

Title_____

Does your institution operate a campus laboratory school for secondary students?

_____Yes
_____No

PROFESSIONAL LABORATORY EXPERIENCES IN SECONDARY

EDUCATION PRIOR TO STUDENT TEACHING

Please answer each question by checking the appropriate blank or blanks to the left of each item.

PART I. OBSERVATIONAL EXPERIENCES

Are planned observational experiences prior to student teaching required in your secondary teacher education program?

_____Yes
_____No

If the answer is "no," please skip to PART II. If the answer is "yes," please answer the following questions in PART I.

1. In which year(s) of the student's program are these observations required?
   _____Freshman year
   _____Sophomore year
   _____Junior year
   _____Senior year
2. In which courses are these observations prior to student teaching required?
   _____Educational foundations
   _____Educational psychology
   _____General methods
   _____Specialized methods
   _____General education
   _____Academic specialization
   _____A separate course in observation is provided
3. Who plans the observations which each student makes?
   _____Director of Student Teaching or Director of Laboratory Experiences
   _____Instructor of the course for which the observations are required
   _____Teacher of the class which is to be observed
   _____Student makes his own arrangements
   _____Others--list here
4. Are the required observations in each course under the direction of the college instructor teaching the course?
   _____Yes
   _____No
5. Is the instructional load of each college staff member involved adjusted to include activities with students in observational experiences?
   _____Yes
   _____No

6. Does your institution have a contract or agreement in writing with the public schools for observational experiences?
_____Yes
_____No

7. Are students prepared in advance for the observation being made?
_____Yes
_____No

8. Is time provided for follow-up discussions after observational experiences?
_____Yes
_____No

9. Is any attempt made to provide observational experiences on the basis of the individual differences of each teacher education student?
_____Yes
_____No
If the answer is "yes," please explain (Use back of this sheet)

10. Is any use made of closed circuit television or video tape for observing classes?
_____Yes
_____No

11. Which of the following activities of the teacher is the student required to observe?
_____Instructional
_____Professional
_____Extra-curricular
_____Community

12. Where do the observational experiences for each student take place?
_____Campus laboratory school only
_____One public school only
_____Campus laboratory school and one public school
_____Several public schools
_____Campus laboratory school and several public schools

13. Who supervises the observational experiences?
_____Director of Student Teaching or Director of Laboratory Experiences
_____Instructor of the college course for which the observations are required
_____Teacher in the public school or campus laboratory school
_____Administrator in the public school or campus laboratory school
_____Others--list here

14. Who evaluates the observational experiences provided prior to student teaching?
_____Director of Student Teaching or Director of Laboratory Experiences
_____Instructor of the college course for which the observations are required
_____Teacher of the class being observed
_____College student who made the observations
_____Others--list here

PART II. PARTICIPATIONAL EXPERIENCES

Are planned participational experiences prior to student teaching required in your secondary teacher education program?
_____Yes
_____No
If the answer is "no," skip to PART III. If the answer is "yes," please answer the following questions in PART II.

1. In which year(s) of the student's program are these participational experiences required?
_____Freshman year
_____Sophomore year
_____Junior year
_____Senior year

2. In which courses are these participational experiences prior to student teaching required?
_____Educational foundations
_____Educational psychology
_____General methods
_____Specialized methods
_____General education
_____Academic specialization
_____A separate course in participation is provided

3. Who plans the participational experiences in which each student will engage?
_____Director of Student Teaching or Director of Laboratory Experiences
_____Instructor of the college course for which the participation is required
_____Teacher of the class in which the student participates
_____Student plans his own participational experiences
_____Others--list here

4. Are participational experiences in each course under the direction of the college instructor teaching the course?
_____Yes
_____No

5. Is the instructional load of each college staff member involved adjusted to include activities with students in participational experiences?
_____Yes
_____No

6. Does your institution have a contract or agreement in writing with the public schools for participational activities?
_____Yes
_____No

7. Are students prepared in advance for the participational experiences in which they will engage?
_____Yes
_____No

8. Is time provided for follow-up discussions after participational experiences?
_____Yes
_____No

9. Is any attempt made to provide participational experiences on the basis of the individual differences and experiences of each teacher education student?
_____Yes
_____No
If the answer is "yes," please explain (Use back of this sheet)

10. In what kinds of classroom activities are students required to participate prior to student teaching?
_____Assist teacher in clerical duties
_____Grading papers
_____Assist in assembling and arranging materials for display
_____Assist in care of room and equipment
_____Assist in collecting library and resource materials
_____Assist in directing small group or individual instruction
_____Planning or directing field trips
_____Assist in planning classroom activities
_____Planning for and use of audio-visual aids
_____Others--list here

11. In what kinds of extra-class activities are students required to participate prior to student teaching?
_____Attend meetings of extra-class functions
_____Assist in sponsorship of these functions
_____Assist in school functions by taking tickets, helping in concession stands, chaperoning school dances and parties, etc.
_____Assist in preparation and presentation of school functions, such as music, athletics, school contests, etc.
_____Others--list here

12. In what kinds of school activities are students required to participate in areas other than class and extra-curricular?
_____Guidance office
_____Attendance office
_____School library
_____School health service
_____Principal's office
_____Lunchroom assistance
_____Hall supervision
_____Attend teacher meetings
_____Others--list here

13. In what kinds of community activities are students required to participate prior to student teaching?
_____Boy or Girl Scouts
_____4-H groups
_____YMCA or YWCA
_____Church youth groups
_____Community recreation programs
_____Others--list here

14. Where do the participational experiences for each student take place?
_____Campus laboratory school only
_____One public school only
_____Campus laboratory school and one public school
_____Several public schools
_____Campus laboratory school and several public schools

15. Who supervises the participational experiences of each student?
_____Director of Student Teaching or Director of Laboratory Experiences
_____Instructor of the college course for which the participational experiences are required
_____Teacher in the public school or campus laboratory school
_____Administrator in the public school or campus laboratory school
_____Others--list here

16. Who evaluates the participational experiences provided prior to student teaching?
_____Director of Student Teaching or Director of Laboratory Experiences
_____Instructor of the college course for which the participational experiences are required
_____Teacher or public school official with whom the student engaged in the experience
_____College student who engaged in the experience
_____Others--list here

PART III.

Answer the following question if your institution does not provide either observational or participational experiences prior to student teaching.

Check the following item that applies to your institution:

_____We have discussed the possibility of laboratory experiences prior to student teaching but we have no plans to start a program at this time.

_____We have definite plans for starting a program of laboratory experiences prior to student teaching.

_____We have no plans for providing laboratory experiences prior to student teaching and we do not feel that such experiences would add anything to our program of secondary teacher education.

APPENDIX C

Letter to Directors of Student Teaching

November 6, 1969

Dear Sir:

A study is being conducted at The University of Oklahoma of the professional laboratory experiences provided prior to student teaching in the training of secondary school teachers. The study is under the direction of Dr. Robert F. Bibens, Associate Professor of Secondary Education. For the purposes of the study, professional laboratory experiences is an all-inclusive term and is defined by the Association for Student Teaching as "all those contacts with children, youth, and adults in school and community (through observation, participation, and teaching) which make a direct contribution to an understanding of individuals and their guidance in the teaching-learning process."

The enclosed questionnaire is designed to provide information regarding only those professional laboratory experiences provided prior to the beginning of the student teaching assignment. The information gathered from the questionnaire will help to bring together a report dealing with the current status of these experiences. Your cooperation will be valuable in supplying the necessary data to complete this study.

I would appreciate your completing the enclosed questionnaire which should take approximately ten minutes. If you do not have time to check the items on the questionnaire, perhaps you could give it to another staff member who could supply the information requested.

A stamped, self-addressed envelope is enclosed for your convenience in returning the completed questionnaire. Thank you for your cooperation. You will receive a summary of the findings at the completion of the study.

Sincerely,

Tom G. Turns

Letter to Directors of Student Teaching

December 2, 1969

Dear Sir:

A questionnaire was recently mailed to your institution concerning professional laboratory experiences provided prior to student teaching in the training of secondary school teachers. As yet I have not received the completed questionnaire from you. If it has already been mailed, thank you for your cooperation.

The information gathered from the questionnaire will help to bring together a report dealing with the current status of pre-student teaching laboratory experiences provided in teacher training institutions throughout the nation. Your assistance will be appreciated in supplying the necessary data to complete this study.

If you have misplaced the questionnaire, another is enclosed. If you do not have time to check the items on the questionnaire, perhaps you could give it to another staff member who could supply the information requested. Also enclosed is a stamped, self-addressed envelope for your convenience in returning the completed questionnaire. Thank you again.

Sincerely,

Tom G. Turns

Letter to Association for Student Teaching Members

January 12, 1970

Dear Sir:

I am working on a doctoral dissertation at the University of Oklahoma in the area of pre-student teaching professional laboratory experiences in the undergraduate training of secondary school teachers. I am using the enclosed questionnaire in collecting the necessary data for my study. I have mailed the questionnaire on two separate occasions to the Director of Student Teaching at your institution, but I have not as yet received any reply.

As a fellow AST member, I would appreciate your completing the questionnaire. If you cannot supply the information requested, would you please pass it to another staff member who could do so. A stamped, self-addressed envelope is enclosed for your convenience in returning the completed questionnaire.

Thank you for your cooperation and assistance.

Sincerely,

Tom G. Turns