

A DEFINITION AND EXAMINATION OF THE ROLE
OF SCHOOL PRINCIPALS IN CERTAIN
ASPECTS OF STUDENT TEACHING

THESIS FOR THE DEGREE OF PH.D.

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ROBERT HENRY HOEXTER
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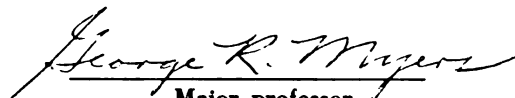
A DEFINITION AND EXAMINATION OF THE ROLE
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Robert Henry Hoexter

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ABSTRACT

A DEFINITION AND EXAMINATION OF THE ROLE OF SCHOOL PRINCIPALS IN CERTAIN ASPECTS OF STUDENT TEACHING

By

Robert Henry Hoexter

This study was designed to serve two purposes. The first was to define the role of the building principal in terms of a set of pre-determined criteria which were identified from study of the literature on student teaching. The second purpose was to test six hypotheses dealing with role perception of the principals, themselves, and perceptions of the principals by college supervisors who place, supervise and evaluate student teachers in the schools administered by the principals.

A questionnaire was devised which examined five aspects of the principal's role in student teaching programs: (1) Selection of Cooperating Teachers, (2) Orientation of Student Teachers, (3) Selection of Student Teachers, (4) Supervision and Evaluation of Student Teachers, (5) Liaison with the Teacher Preparation Institution.

The questionnaire was administered to college supervisors from two universities in Michigan who were each asked to identify one principal from a cooperating school where the particular college supervisor placed student teachers. These principals were then asked to answer a similar questionnaire to the one answered by the college supervisors.

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In the questionnaire, each of the five aspects of the principal's role was examined in several questions. Each question was repeated three times in different forms to determine the depth and character of the principal's role from actual performance, ideal performance, and "empathospective" performance (What does the other respondent think is ideal) viewpoints.

The questionnaire responses were used directly to create a narrative description of the role of the principal in student teaching. This examination of responses found that, in general, the principal was responsible for activities traditionally in his domain. He selected cooperating teachers, but indicated that, ideally, the college supervisor should help. He did not select student teachers, but responses showed that he should have a greater voice in the selection. He oriented student teachers to his school in groups and felt that this was also the ideal situation. He gave only token supervision and left evaluation essentially to others, actions which also were seen as ideal. He had little direct or indirect contact with the teacher training institution and responded strongly that there should be more. The implication that there should be better communication between the public schools and the teacher training institution was clear.

The statistical analysis, which used a coded form of questionnaire data, examined relationships which were intended to supplement the narrative role perception.

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Both the principals and the college supervisors differed as to their actual and ideal role perceptions, the ideal scores being consistently higher. Between principal and college supervisor perceptions of both ideal to actual, and actual to actual roles, there were no significant differences, indicating a high degree of consistency between the perceptions of the two groups of respondents. This same consistency extended into tests of "empathospective" perception (principal's ideal of what the college supervisor thought was ideal, and the converse).

The study indicates that there is more agreement between principals and college supervisors than was assumed in developing the study. It was also shown that principals are not doing all they think they should with respect to student teaching, even though they are well aware of what their role should be.

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CHAPTER I

INTRODUCTION

The Problem

The origin of this thesis was a study by the author of the educational literature dealing with roles of various participants in the student teaching experience.

One of these several roles gained special significance because of the lack of any quantity of data or objective study. The role so obviously ignored in the literature is that of the principal of the school where student teachers obtain their experience. Alex Perrodin has stated, "For some reason or other the role of the principal of the school to which a student teacher is assigned is not always clear."¹ George Ross said, "Although authorities in both the fields of educational administration and student teaching agree that the school principal has a vital role in the student teaching program, little has been done in either area to clarify and clearly define this role."²

Student teaching is no longer--even in its title--the same experience provided for teachers-to-be as it was in the past. What was

¹Alex F. Perrodin, "The Principal and the Student Teacher", Educational Administration and Supervision, XLII (March, 1956), p. 149.

²George E. Ross, "The Role of the Elementary School Principal in the Student Teaching Program", in Roles of Off-Campus Student Teaching, Leonard E. Kraft and John P. Casey (Eds.), (Champaign, Illinois: Stipes Publishing Company, 1967), p. 233.

once, both in name and character, "practice teaching"--an opportunity provided for the budding teacher to "practice" his art--is now considered a learning experience. Indeed, student teaching is the final learning experience in the formal training of a teacher over which there is any real measure of control. It is one of the terminal screening and evaluating steps prior to certification in Michigan.

With increasing demand for teachers whose education and training enables them to be effective in the classroom without a long period of adjustment, comes the necessity for those persons in positions of responsibility for any phase of teacher preparation to examine carefully all aspects of their programs.

Much has been written regarding the various roles in student teaching, and some specific, if subjective, attention has been given to estimates of the principal's role in particular. These facts emerge from study of the materials available on the principal's role in the student teaching activity: the role is not yet fully defined, and, therefore, probably unfulfilled, and in need of investigation.

Thus, the intention of this study becomes: (1) to identify, from experience and the literature, some of the critical aspects of the role of the building administrator relative to student teaching; (2) to attempt to measure quantitatively, by the use of a questionnaire, the perceptions of those participants in student teaching most likely to be aware of the administrator's role; and (3) to analyze the resultant data in an attempt to define the role more clearly (a) to give some perspective on the priorities of the various segments of the principal's

role, and (b) to make some recommendations to the profession as to what might be done to improve the overall student teaching program in those dimensions where the principal can be of value.

Definition of Terms

In order that the reader may more clearly identify the underlying ideas, the research findings, and the conclusions in this study, there must be an understanding as to the meaning of terms used in this investigation.

Principal: The chief administrative officer in charge of the operation of a school in which student teachers are placed. In some cases, particularly in large schools, the responsibility for student teaching activities within the school is delegated to an assistant principal or other staff member; where such delegation occurs, the responsible staff member is subsumed under the term "principal."

College (University) Supervisor: A member of a college or university staff or faculty who is charged with the responsibility for establishing and maintaining the liason and communication necessary for, as well as the actual placement, general supervision, and evaluation of, student teachers in the public schools.

Student Teacher: A college student, generally an undergraduate senior (sometimes a graduate student seeking a certificate), who is assigned a particular position in a public school, not on the University campus, for the purpose of gaining a realistic, supervised, field experience in teaching prior to, and as a requirement for, certification as a teacher.

Cooperating Teacher: A regularly employed, fully certified, experienced teacher in a public school who has expressed the willingness to accept the responsibilities and duties of providing a realistic, challenging field experience for a student teacher, and who is seen by those responsible for the selection of cooperating teachers as able to fulfill those requirements.

Role: A set of acts, actions, behavior patterns, and expectations which are generally accepted by persons assuming, or relating to those assuming, a particular title or identity. A role is considered to be, in itself, only one of many facets of a total personality, which consists of many roles, each to be activated in situations and under circumstances where the participant is expected to assume such a role.

Role Segment: A set of acts, behavior patterns, and expectations characteristic of limited circumstances and situations which is insufficient, in and of itself, to encompass a role, but which is an integral and essential part of a generally accepted role.

Objectives of the Study

There are two major objectives of this study. The first is to develop qualitative descriptions of the principal's role as a participant in student teaching experiences: (1) as the principal sees himself ideally in the role; (2) as the principal sees himself performing in the role; (3) as the principal is seen ideally in the role by the college supervisor and (4) as the principal is seen performing in the role by the college supervisor. Each of these aspects is examined in the

questionnaire, and, from the data, a subjective, narrative picture is constructed which has application and interest most specifically to those in student teaching.

The second objective is to test some hypotheses which were suggested by the study of available literature, and from extensive conversations with principals and college supervisors regarding their perceptions of the principal's role in relation to student teaching.

The hypotheses which are examined have their foundation in one basic assumption: the greater the involvement of the principal in the various activities concerned with student teaching, the greater the likelihood of useful, viable, student teaching experiences occurring in the school that the principal administers. This assumption rests on purely subjective grounds, and no efforts have been made to verify this assumption experimentally.

The hypotheses to be examined are as follows:

1. Principals will show significant differences between their own ideal and actual role perceptions.
2. There will be significant differences in the ideal and actual role perception for the building principal from the point of view of college supervisors.
3. There are significant differences between the ideal role perceptions of principals from the point of view of the college supervisors, and those of principals as seen by themselves.

4. There are significant differences between the actual role perceptions of principals from the point of view of the college supervisors, and those of principals as seen by themselves.
5. There are significant differences between the principal's own ideal role perception, and the college supervisor's estimate of the principal's own ideal role perceptions.
6. There are significant differences between the college supervisor's own ideal role perception for the principal, and the principal's estimate of the college supervisor's ideal role perception of the principal.

Limitations of the Study

Although there is undoubtedly value in attempts to identify the role perceptions which all participants in the student teaching process hold for the building administrator in the student teaching experience, the fact that the principal-college supervisor relationship remains stable, while the student teachers, students, cooperating teachers and other personnel change makes this relationship seem likely to yield the most information on role perceptions of the principal, actually and ideally. Thus, this study is limited to the principals of schools where student teachers are placed, and to the college supervisors of student teachers placed therein.

This study is limited to the objectives and hypotheses enumerated in the section entitled Objectives of the Study.

This study is also limited by the definition of terms.

Organization of the Study

The balance of this study is organized into four chapters.

Chapter II: Review of the Literature - In this chapter, the education literature is reviewed in areas which relate to the principal and the principal's involvement in student teaching.

Chapter III: Procedures and Population - This chapter describes the instrument used in gathering data, the populations and their characteristics, and the means for statistical treatment of the data.

Chapter IV: Presentation and Analysis of Data - This chapter presents both overall responses to the questionnaire, and extracted and analyzed data.

Chapter V: Conclusions and Recommendations - Conclusions are drawn as to the involvement of principals in student teaching, and recommendations are made.

CHAPTER II

REVIEW OF THE LITERATURE

In this chapter an attempt is made to review a major portion of the written material on student teaching from which were identified and extracted references to, and about, the role of the building principal in the student teaching process.

The Education Index was reviewed from the year 1929 to the present under these listings:

1. Practice teaching
2. Student teaching
3. Role playing
4. Principals
5. Administration
6. Supervision

Over sixty articles were found which made reference to student teachers and administration, or supervision. Of these, only a few made more than passing reference to the role of the building principal, while most completely ignored his existence as part of student teaching.

Recent articles are more likely to refer to the principal than ones of older vintage, but they are, in general, no more explicit as to his duties and responsibilities in student teaching.

Each book listed under "Student Teaching" in the libraries at Michigan State University, Eastern Michigan University, and The University of

Michigan was examined for references to the place of the building administrator in the student teaching process. Of this total (over one hundred volumes in all) only a few were of value.

A search of dissertation abstracts from 1937 to the present yielded only three with the necessary relationship to this thesis.

After a thorough study of the available literature, five major areas of responsibility for the building administrator in the student teaching process become clear. They are the role of the principal in:

1. Selection of cooperating teachers
2. Orientation of student teachers
3. Selection of student teachers
4. Supervision and evaluation of student teachers
5. Liaison with the teacher training institution.

Each of these role segments will be examined separately.

Selection of Cooperating Teachers

"The third member of (the) student-teaching team (after the cooperating teacher and college supervisor) is the principal of a school to which students are assigned. Only very recently has the importance of this role been recognized, and even less attention has been given to it in the literature. Of all the persons in the school situation the principal is the one who can most effectively set the tone for a professional climate that

is so important to the proper functioning of all these (college-school) relationships."¹

In The Education of American Teachers, James Conant states that the "(school) board should direct the superintendent to have his principals see that the best teachers become cooperating teachers."² This idea is a common thread throughout nearly all writing on student teaching. Although some work has been done to determine if building principals participate to any extent in selection of cooperating teachers, there is no gross data on actual involvement in this selection.³ Both Brown⁴ and Vanderlip⁵ tested the role perception of the principal in the student teaching process and, in each case, there was a significant difference between the activities which were seen as ideal--in this case, selection of cooperating teachers--and what actually occurred, as seen by cooperating teachers, college supervisors and student teachers.

Most authors state that, in order to have a good student teaching program, the selection of cooperating teachers is of utmost importance.

¹Leonard O. Andrews, Student Teaching (New York: The Center for Applied Research in Education, Inc., 1964), p. 68.

²James B. Conant, The Education of American Teachers (New York: McGraw-Hill Book Company, Inc., 1963), p. 63.

³Fuller discussion of this aspect will be found in James L. Brown's, "The Functions of School Principals in Student Teaching Programs" (Unpublished Ed.D. dissertation, University of Alabama, 1962); and in William F. Vanderlip's, "Role Attributes and Expectations of the Building Principal in the Internship Program" (Unpublished Ed.D. dissertation, Cornell University, 1965).

⁴Brown, Ibid.

⁵Vanderlip, Ibid.

Cook, Wilt, and Woofter, in a comprehensive discussion of the role of the school principal in student teaching state:

The principal must select the supervising teachers and other staff members. In any school the most crucial task of the administrator is the selection and retention of a capable school faculty. In campus and off-campus laboratory schools and in public schools where student teaching is being done, the task becomes much more formidable. All schools are entitled to the best teachers available; but practice teaching schools should have faculties of superior professional competence. The public cannot afford to have student teachers working under the supervision of teachers of only average professional ability.⁶

In discussing the process followed at Northern Illinois State Teachers College, O.M. Chute illustrates the principal's role in the selection of cooperating teachers by asking the principal ". . . to name those teachers whom he considered to be outstanding members of his staff. If the teachers suggested by our faculty were not included in his list, they were no longer considered."⁷

Dahlem states this function as a joint venture with the college supervisor:

The principal can give invaluable assistance to the college coordinator in the initial selection of supervising teachers. Because of his close association with his staff

⁶Kermit A. Cook, May L. Wilt, and Y. Mildred Woofter, Student Teaching in the Secondary School. (Dubuque, Iowa: William C. Brown Co., 1954), p. 30.

⁷O.M. Chute, "A Cooperative Out-of-town Program of Student Teaching at the High School Level," Educational Administration and Supervision, XXX (May, 1944), p. 308.

he is in a position to identify those teachers who will make a real contribution to the student teaching program.⁸

Chase also finds the principal's involvement a factor:

It is essential that the local administrator and college representative work together in solving one of the major difficulties in a program of student teaching--that of securing high calibre resident teachers.⁹

Dahlem also defines ways in which the principal can work within his school to improve the selection process.

The principal cannot afford to overlook his responsibility in building readiness of teachers to work with student teachers. Because teachers function best when they accept student teachers on a voluntary basis, they must be helped to realize the benefits that accrue from the program. The wise principal capitalizes upon the testimonials of teachers who have had satisfying supervisory experiences. He gives these teachers opportunities to point out the advantages at staff meetings. While it is true that he can do much on his own to swell the ranks of supervising teachers, Miss B, an enthusiastic rooter for student teaching, is in an even better position to win over Miss C, who teaches across the hall from her.¹⁰

Perrodin provides some indication of the criteria the principal should use in choosing the cooperating teacher:

No one is in a better position than the local school principal to serve (the) recruitment function. He knows which

⁸Margaret Dahlem, "A Role Perception: The Cooperating School Principal," Teacher Education and the Public Schools, Fortieth Yearbook of the Association for Student Teaching, (Cedar Falls, Iowa: The Association, 1961), p. 54.

⁹Daniel C. Chase, "Student Teaching Programs Require Effective Cooperation," California Journal of Secondary Education, XXXI (April, 1956), p. 201.

¹⁰Dahlem, op. cit., p. 57.

teachers are truly master teachers, which have well adjusted personalities, which have a contagious zeal for teaching, and which are equipped with the human relations skills that are needed for guiding and sharing teaching and learning experiences.¹¹

Nelson and McDonald feel that the principal's decision is usually based on four factors:

- a. The teaching ability of the teacher.
- b. The emotional stability of the teacher.
- c. The willingness of the teacher to cooperate in the student teaching program.
- d. The adequacy of the physical facilities involved.¹²

In general, however, the preponderance of writing in the area of student teaching and administration avoids either mentioning and/or defining the principal's role. Experience of this writer studying the literature is paralleled in a statement by Vanderlip, in which he states, "In a survey of nearly one hundred educational administration and supervision books, the writer found no mention about the role of the principal in student teaching programs."¹³

It is interesting to note two characteristics ascribed to the building principal in educational literature. First, he is somehow not regarded as a member of the instructional staff. He is seen as someone who is above teaching and participates in instructional activities only when he has some special interest to pursue. Second, some care must be taken not to burden

¹¹Alex F. Perrodin, "The Principal and the Student Teacher." Educational Administration and Supervision, XLII (March, 1956), p. 149.

¹²Leslie Nelson and Blanche McDonald, Guide to Student Teaching (Dubuque, Iowa: William C. Brown Co., 1952), p. 42.

¹³Vanderlip, op. cit., p. 44.

or disturb the principal with student teachers. The student teacher must show respect and deference but must, in the bargain, still learn about the functions and duties of the principal as applied to both students and staff.

Orientation of Student Teachers

Among the writers, there is more agreement as to the orientation function of the principal in student teaching. Cook, Wilt, and Woofter list four important orientation activities:

1. The principal should welcome student teachers to the school. This may be done in group meetings or individually. It must be remembered, however, that the first day as a student teacher can be rather bewildering to some college students.
2. The introduction of student teachers to the school secretary, nurse, custodian, teachers, and special staff members may be vital to the early success of the young teacher. This introduction should come early through the principal or director of student teaching.
3. The introduction of student teachers to the general school program should come through the principal's office.
4. The principal must see to it that student teachers are invited to attend faculty meetings of parent teacher associations, and participate in all phases of school-community relationships.¹⁴

Andrews sees the orientation function as covering not only the operation of the school but the "School, its philosophy, policies, and

¹⁴Cook, Wilt, and Woofter, op. cit., pp. 31-32.

its community."¹⁵ Indeed, nearly every reference to the school administrator in relation to student teaching indicates that he should act as an interpreter between the student teacher and the community at large. Dahlem's statement on this point is quite clear:

Fairly early in the term the principal talks to his student teachers about the school community, and the socio-economic background of the pupils. Some principals take their student teachers on a tour of the school community to show them the homes of their pupils and to give them a general idea of the neighborhood.

The principal is in a strategic position to introduce student teachers to extra-curricular activities in which they may want to participate. He is aware of leadership opportunities in after-school athletic programs, student clubs, and scout troops in his community. He is able, too, to tell student teachers about field trip possibilities and resource persons.¹⁶

Perrodin has the principal participate in orientation by being more visible in his regular role as principal, listing the following activities:

The principal can accept the student teacher as a participating member of the school faculty.

The principal can assist the supervising teacher in arranging for appropriate school and community laboratory experiences for the student teacher.

The principal can arrange to acquaint the student teacher with the roles of the principal and the school administration.¹⁷

¹⁵ Andrews, op. cit., p. 70.

¹⁶ Dahlem, op. cit., p. 55.

¹⁷ Perrodin, op. cit., p. 150.

In their book on student teaching, McGuire, Myers, and Durrance see the principal as separate from the instructional program and the authors recommend scheduled group visits as illustrated in this statement:

Some administrators are swamped with work and may not be able to give you (the student teacher) time for a two-hour interview. In some instances, it might be best if, with the principal's permission, you just sat and observed the routine in his office. In other cases, even observation in his office may be impossible. Principals realize, however, that the more faculty members understand the principal's problems, the more cooperation will be developed; hence, they usually welcome a visit from student teachers.¹⁸

It is evident, then, that the principal is expected not only to introduce the student teacher to the school and community, but he must introduce and orient the school and community to the student teacher and the programs which the student teachers represent.

Selection of Student Teachers

Although several authors have carefully detailed the responsibilities of the principal, only a few give any weight to his role in selection and placement of student teachers. Andrews' role definition states that the principal:

¹⁸Vincent McGuire, Robert B. Myers, and Charles L. Durrance, Your Student Teaching in the Secondary School, (Boston: Allyn and Bacon, Inc., 1959), p. 33.

. . . participates actively in the placement process and gives final approval to all teacher-education students to be assigned to his school.¹⁹

Perrodin points out that "The principal can accept the student teacher as a participating member of the school faculty"²⁰ but with regular faculty, the principal usually has some control over placement and often over hiring and dismissal, and distortion of this usual role of the principal could influence the student teaching program adversely.

In anecdotal information collected from faculty members at Eastern Michigan University, it is evident that, given a chance to evaluate potential student teachers for placement through examination of credentials and personal interview, both the student teacher and principal begin the relationship with a better understanding of, and feeling for, the student teaching experience.

Supervision and Evaluation of Student Teachers

Supervision of teaching is still considered an aspect of the principal's job. As years pass, it is assumed that the teacher gains experience and requires less supervision. Logically, then, the student teacher should be subject to the closest and most careful supervision by the principal.

Cook, Wilt, and Woofter point out that:

Student teachers have a right to good supervision. They have a right to experience the best practices in curriculum development and instructional practices. The establishment of a school providing a wide range of experiences

¹⁹Andrews, op. cit., p. 68.

²⁰Perrodin, op. cit., p. 150.

for student teachers is entirely unlikely in the absence of a good program of supervision for in-service teachers. Here the responsibility of the principal is unmistakable, and failure on his part will mean an inadequate student teaching program.²¹

and later make specific recommendations for action, stating:

The principal should observe the student teacher at work in order to help supervising teachers analyze and evaluate professional growth so that pupils being taught by student teachers will not receive poor instruction.

The principal should work closely with the director of student teaching and other members of the college personnel in planning situations in his school which will insure a high degree of teaching success.

The principal should check frequently in order to find out the extent to which student teachers are becoming a real part of the school program.²²

Andrews, in defining the role of the principal, sees that role as indirect, as in a section titled "Relationships with school faculty":

4. Counsels with teachers about their STs. (Student teachers)
5. Counsels with teachers to assist them in providing their pupils with a well-balanced learning situation during STs presence in the school.
6. Assists CTs (cooperating teachers) and STs in arranging observations and special experiences in his school, other schools, and throughout the community.
7. Supports teachers and works closely with them on problems of weak STs and those arising because of the presence of the student-teacher program.
8. Encourages CTs to experiment and explore new approaches both in working with STs and with their classes during ST assignment.

²¹Cook, Wilt, and Woofter, op. cit., p. 30.

²²Ibid., p. 32.

9. When possible and appropriate readjusts teacher loads and provides released time for CTs to hold conferences, especially three-way and four-way conferences which include a college supervisor.
10. When appropriate, especially in large schools, delegates to some staff member the responsibility for coordinating the teacher-education functions of the school.²³

In a section titled, "Relationships with student teachers", Andrews makes these statements:

3. Gives general supervision of the STs observing them sufficiently to be familiar with the quality of their work.
5. As opportunity presents itself, counsels with STs on professional matters, career choices, seeking a position, professional organizations and the like.
6. Exercises constant care to avoid exploitation of STs and to protect the best interest of the pupils.²⁴

Dahlem expresses much higher expectations for the principal. In a section titled, "Supervisory Activities," she makes the following statements:

The principal, by virtue of his supervisory opportunities, is in a unique position to be a "teacher of student teachers. He can give student teachers the same kind of assistance that he customarily extends to the regular staff. The principal who takes time to observe student teachers will discover that he is helping to improve the work of both student teacher and supervising teacher. It is extremely important for student teachers to be made aware of the desirability of their being supervised by their principal during their period of service. They should expect the principal to observe

²³ Andrews, op. cit., pp. 69-70.

²⁴ Ibid., p. 70.

their teaching, make suggestions for improvement, and share in the job of evaluation. Student teachers need also to understand what principals expect of them in the post-visitation conferences--how often they will be held and when and where. A satisfactory supervisory experience during this period can affect favorably the attitude toward supervision and supervisors which a young teacher carries into his career.

The principal is functioning in another supervisory capacity when he gives the student teachers opportunities to discuss their teaching problems with him.

In short, the principal's rich background of educational experiences qualifies him to be professional guide to the intricacies of the profession.²⁵

Schwartz makes a plea for better student teacher-principal communication in stating:

The student teacher will come to the principal only if he knows he is welcome. To achieve this rapport, the principal should greet the student teacher at the beginning of his internship, have a private conference with him at the beginning of the semester, and at frequent intervals thereafter, orient him to the general philosophy and goals of the school, and urge him to seek help whenever it is needed. The principal should make it a rule to go into the classroom from time to time and to hold periodic conferences with the supervising teacher as well as the student teacher.²⁶

and she tends to increase the impact of her ideas by continuing:

To keep this procedure from becoming burdensome, the principal should determine the amount of time he will

²⁵ Dahlem, op. cit., pp. 55-56.

²⁶ Shiela Schwartz, "The Principal's Role in the Student Teaching Program," The Journal of Teacher Education, XIII (March, 1962), p. 80.

be able to devote to this task and use this as a guide to the number of student teachers he will accept each semester.²⁷ Mass acceptances to be accommodating should become obsolete.

All the suggestions in the literature are valid, providing that the principal is interested, has not had student teachers forced into his school of upper-level administrative edict, and, as mentioned before, can commit the necessary time to supervision.

Brink, however, in data "from forty institutions, twenty-two of them large state universities, and eighteen privately-endowed universities with enrollments of more than four thousand students", found, in answer to the question:

Do the principals or the heads of subject-matter departments of the cooperating public schools exercise any supervisory functions in connection with student teaching? sixteen universities answered 'no', fifteen answered 'yes', and nine qualified their answers by such terms as 'occasionally', 'little', or 'sometimes'. It is apparent, however, that in the majority of cases the supervisory activities of these officials are of an incidental and voluntary character.²⁸

In terms of evaluation, the principal is frequently kept outside the team charged with student teacher evaluation simply by the exclusion of the principal from lists of those responsible as, for example, in an article by McGrath:

To be effective, a program of evaluation in student teaching should utilize judgment and appraisal rendered by the pupils taught by the practice teacher,

²⁷ Schwartz, loc. cit.

²⁸ William G. Brink, "The Administration of Student-Teaching in Universities Which Use the Public Schools," Educational Administration and Supervision, XXXV (November, 1945), p. 398.

by the student teacher of his own work, by the classroom teacher under whose direction the student teacher taught, and by the supervisor of student teaching employed by the teacher training institution.²⁹

Byers and Irish point up extremes in the participation of the principle by describing, to the student teacher, their view of the relationship of the principal to the student teacher.

The extent to which the school principal evaluates student teachers varies from school district to school district. In one metropolitan area, the school principal visits whenever the college supervisor visits, and sometimes for other lessons as well. He holds group conferences with student teachers each week, and holds individual conferences as he feels they are needed. In other districts, the principal relies upon the impressions he receives from your manner and conduct in the school, and from reports of the supervising teacher and college supervisor. Regardless of the amount of supervision your principal gives you, he is a key person in your school. It is important to establish a friendly relationship with him without being presumptuous. You will, of course, observe professional ethics by not discussing teachers or their techniques with the principal, but you may talk to him about educational problems.³⁰

Curtis and Andrews describe no special role for the principal except that, if the student teacher is seen as not good, the principal may be brought in to support the negative evaluations of the classroom teacher and college supervisor.³¹

²⁹G.D. McGrath, "Evaluation of Student Teaching," Educational Administration and Supervision, XXXV (November, 1949), p. 443.

³⁰Loretta Byers and Elizabeth Irish, Success in Student Teaching, (Boston: D.C. Heath and Co., 1961), p. 231.

³¹Dwight K. Curtis and Leonard O. Andrews, Guiding Your Student Teachers, (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1954).

Dahlem paints an ideal scene, picturing the principal as a "Partner in Evaluation", writing "that good situations are where the principal makes numerous contacts with the student so that he can offer his own evaluation to the student teacher directly and through the student's records 'provided that he has seen enough of the student's work to make a fair appraisal'."³²

Liaison with the Teacher Training Institution

Increased emphasis on the student teaching phase in teacher preparation has resulted in need for greater understanding and cooperation between the . . . school . . . and the teacher training institution.³³

One facet of the principal's role which is taken for granted too often is that of acting as an intermediary between the teacher training institution and the schools. Frequently, some system-wide administrative official such as an assistant superintendent will be given the job of overseeing and coordinating student teaching in the system's schools. Unless, however, the teacher training institution leaves all supervision to the school system (an unlikely situation), the college supervisory personnel must deal from time to time with the building principal.

Many schools today are cooperating with teacher-training institutions to the extent that student-teacher programs are an integral phase of the local school situation. In these instances, the primary responsibility for the organization and administration of

³²Dahlem, op. cit., p. 57.

³³Chase, op. cit., p. 200.

the successful student-teacher program rests with the principal. He plans, initiates, implements, and evaluates it.³⁴

The principal should be aware of the program of the teacher training institution and should interpret this program to the school and its community. Ducker points out that:

It is, of course, a mutual obligation of both college and school to see to it that good rapport is established between the personnel of the two institutions. When such rapport exists, the principal can be of great service by making clear to the college the viewpoints of the school staff and of himself about ways in which student-teaching procedure can be made more effective.

The relationship should be one of mutual respect. There is no sharp impassible barrier between the theory taught in the college classroom and the practice carried on in school. This must be constantly kept in mind by both school and college personnel.³⁵

Perrodin is more explicit as to activities which can achieve these ends:

(1) The principal can assist in creating in the school and the community favorable and constructive attitudes toward the student-teaching program.

.....

(3) The principal can make a conscientious effort to become well acquainted with the college supervisor, with the policies of the teacher-education institution, and with the state program of teacher education.

³⁴Howard H. Mosher and Dorothy Parr Bruno, "Methods of Improving the Student Teaching Program," School Board Journal, CXXX (March, 1955), p. 55.

³⁵Sam Ducker, "The Elementary School Principal and the Student Teacher," Educational Administration and Supervision, XLI (December, 1955), p. 473.

(4) The principal needs to orient the college supervisor to the local school situation and to avail himself of his potential services for the benefit of the school.³⁶

If the principal of a school which trains student teachers can act as an effective substitute to handle problems arising from student teaching when college personnel are not available within the school, many of the usual problems which plague both student teachers and co-operating teachers can be avoided. Along this line, Cook, et. al., point out:

If the principal does not well understand the aims, functions, and procedures used in student teaching, he may become a liability rather than an asset to the student teaching program.³⁷

Hicks and Walker write, based on wide experience at both ends of the school-college relationship:

The principal's influence on American education today is so great, in our opinion, that generally he cannot hand to someone else his contributions in teacher education. No one else can do this job for him. This is another reason why the success of the student teaching program in his school is greatly dependent upon his support. If he is negative, the program fails. If he is lukewarm, the program will soon die out. We have examined student teaching programs in school systems that were "spotty", or where fewer and fewer student teachers were placed. Student teachers that were assigned to these school systems had only mediocre success. In almost every instance it was discovered that the principals of these schools did not believe in the student teaching program.³⁸

³⁶Perrodin, op. cit., pp. 149-150.

³⁷Cook, Wilt, and Woofter, op. cit., p. 31.

³⁸William V. Hicks and Clare C. Walker, Full Time Student Teaching, (East Lansing, Michigan: The Michigan State University Press, 1957), p. 143.

Hetenyi, in writing on the power of the principal, makes a stronger statement:

Too often we forget just how powerful a figure the building principal is in student teaching programs. He is the first screening officer for supervising teachers. Should he decide that his special interests are not well served by a given program, he makes no secret of his negative reactions. The teachers are quick to get the message, and applications for assignments are few and far between. But even if the principal does not choose to wield his power so brazenly, he can make the situation so tense for student teachers (by setting up onerous regulations, by making access to records difficult, by limiting their participation in interesting duties) that his building becomes a veritable Siberia in the student teaching program.

In contrast, these wide powers of the building administrator can also operate positively. Adequate preparation in faculty meetings does wonders to draw forth qualified volunteer teachers who might otherwise shrink into the background. Careful orientation to a reasonable range of duties and easy access to records and auxiliary services can make the lot of the student teacher both pleasant and profitable. The principal, through his contacts in the district and his personal connections in other buildings, can provide for student teachers a wider range of experiences than would be possible were they confined to a single classroom.

Whether or not, and in which direction, the principal chooses to exercise his power has a vital bearing on the success of student teaching. Since district meetings of administrators tend to be numerically dominated by building principals, the opinions they hold concerning various student teaching programs, specific colleges and universities or even individuals on university supervising staffs has significant bearing on which student teaching programs a district accepts and how much latitude in operating the program student teachers and college supervisors can expect. This power has been so openly exercised in so many districts that colleges have had to learn to tailor their procedures to, or at least avoid, significant violations of, the preferences of building administrators.³⁹

³⁹ Hetenyi, Laszlo, "The Politics of School-College Cooperation in Student Teaching", in E. Brooks Smith, et. al. (Eds.), Partnership in Teacher Education. (Washington, D.C.: A Joint Publication of The American Association of Colleges for Teacher Education and The Association for Student Teaching, 1967), pp. 109-110.

For those who are concerned with the best possible student teaching experience, it must be concluded that not only must the importance of the principal as an integral, participating member of the student teaching team be emphasized in off-campus student teaching programs, but that efforts must be made to see that all those involved in student teaching recognize and accept the contributions of the principal.

A recent study made by the Deans and Directors of Teacher Education in Michigan dealing with the impact of student teaching on cooperating schools polled student teachers, teachers, and principals. The simple choice of respondents provides some measure of credence to the place of the principal in student teaching programs, but, in the student teacher and teacher forms, only a passing reference was made to the principal.

In the principal's form, the only references which bore on the principal's role dealt with work load hours expended. By far the greatest majority (81.8%) said that there was no change, or one hour or less per week more work. In another question which assessed change in work load, 47% indicated increased work due to the necessity for additional reports regarding student teaching or student teachers; 55% saw increased work loads in counselling student teachers; 49.8% had more work in selecting supervising teachers; 62.9% found orientation of student teachers more work; and 56.8% experienced a larger work load due to counselling supervising teachers.⁴⁰

⁴⁰Deans and Directors of Teacher Education in Michigan, The Impact of Student Teaching Programs Upon the Cooperating Public Schools in Michigan, (Lansing, Michigan: Michigan Council of State College Presidents, 1970).

Although the thrust of the Deans and Directors study was on the impact of student teaching on the schools, it is clear that the principals see some obligation to the student teaching program in reporting, counseling, selection of supervising teachers, and working with supervising teachers. These findings tend to bear out statistically what the literature suggests on a more subjective level.

Although some authors have attempted to identify what the principal should or should not do in student teaching, this review of the literature revealed the lack of objective study concerning the role of the principal in the student teaching experience. This investigation is intended to provide both objective evidence and subjective inference based on data collected.

CHAPTER III

PROCEDURES AND POPULATION

Development of the Instrument

The five areas identified in the review of the literature were used as the basis for a questionnaire. These areas are:

1. Selection of cooperating teachers
2. Orientation of student teachers
3. Selection of student teachers
4. Supervision and evaluation of student teachers
5. Liaison with the teacher training institution

Each of these areas is a role segment of the total special role played by the building administrator in the student teaching experience.

These role segments were explored for various identifiable facets which could be defined and examined by means of a questionnaire. Items were constructed so as to yield both qualitative and quantitative data on each facet. Much of this exploration and the subsequent construction of questionnaire items is based on direct personal questioning of building principals currently working with student teachers, other administrators who had, at one time, been principals dealing with student teachers, and college supervisors.

Originally it was the intention of this study to investigate each

role segment from two dimensions, the actual dimension--who actually does what is specified; and the ideal dimension--who does the respondent think should do what is specified. A third dimension, probably best described as "empathospective", was added,¹ with questions which simply ask the respondent to "take the place" of someone else and speculate on what that person thinks is the ideal behavior for that role. To illustrate the three points of view, the first three questions on the questionnaire can be used.

From the principal's form of the questionnaire (See Appendix D):

1. Who actually selects cooperating teachers in your school?
(This asks the respondent to identify the real participants.)
2. Who do you think should select cooperating teachers?
(This question form asks for the ideal participants.)
3. Who does the college supervisor think should select cooperating teachers?

(In this "empathospective" form, the respondent must project himself into another role and identify that person's perspective of the ideal participants.)

Equivalent questions are posed for the college supervisor. Wording

¹The writer is indebted to Dr. Wilbur Brookover of Michigan State University for this suggestion.

in changed in the question so that the answers will refer to the same person or situation. Thus, equivalent questions to those above on the college supervisor's form of the questionnaire read:

1. Who actually selects cooperating teachers in the school?
2. Who do you think should select cooperating teachers?
3. Who does the principal think should select cooperating teachers?

A number of questions were written to explore each of the five areas seen as the principal's responsibilities. It was felt that, in order to keep the questionnaire within manageable proportions and not so long as to inhibit the respondent, each role segment could be represented by only three or four questions. This limitation was necessary since each question was to be explored in the three dimensions explained above.

With the limitation in mind, the first role segment is examined by investigation of:

1. Who selects cooperating teachers?
2. On what criteria are the cooperating teachers selected?
3. When are cooperating teachers selected?

The second area is examined in four sets of questions:

1. Who orients the new student teachers?
2. Does the principal meet with new student teachers?
3. Does the principal arrange for orientation activities?
4. When are orientation activities carried on?

The third area is explored in three sets of questions:

1. How are student teachers selected?
2. What criteria are used in student teacher selection?
3. What efforts are made to find out about the student teacher before placement?

Four sets of questions view the fourth role segment:

1. Does the principal maintain supervisory contact with the student teachers?
2. How often does the principal have contact with student teachers?
3. Does the principal participate in evaluation of student teachers?
4. How often does the principal contact cooperating teachers to discuss student teaching or student teachers?

The fifth role segment is examined in three questions:

1. How often does the principal meet with the college supervisor?
2. How often does the principal have contact with the college relative to student teaching?
3. Has the principal taken a course dealing directly with student teaching?

The result, with each facet examined from the three points of view, is fifty-one questions.

In addition to the body of the questionnaire, some general information was requested, to be used in the description of the population. The college supervisor was asked to identify the teacher training institution he represents, the area (elementary and/or secondary) supervised, and the number of years associated with student teaching. (See Appendix B.)

Because the actual and empathospective questions asked of the college supervisor refer to a specific principal, and the empathospective questions asked of the principal refer to a specific college supervisor, the college supervisor was asked to identify one principal who administers a school into which the college supervisor placed student teachers. These administrators were sent the alternate form of the questionnaire which also included questions of general information.

Since the principal is more able to give information about the school he administers than is the college supervisor, he was asked to give more information about the school (see Appendix D). The first three questions dealt with the size and type of school. Questions four, six and seven were concerned with numbers, source, and length of contact of student teachers, while numbers five and eight gave some identity to the respondent.

Populations

Because of the necessity to assure matching responses to questions, the following procedure was used in determining the sample:

1. Questionnaires were administered en masse to all college supervisors at Eastern Michigan University.
2. On the same day, questionnaires were mailed to all college supervisors employed by Michigan State University.
3. Questionnaires were mailed to principals designated by the college supervisors in a group for those designated by Eastern Michigan University college supervisors, and one at a time, to principals designated, as questionnaires were returned by college supervisors from Michigan State University.
4. A cut-off date was established for mail returns, and a follow-up postcard was sent to those college supervisors who had not returned the questionnaires (see Appendix E).
5. A similar procedure was used as a follow-up device for principals who had not returned the questionnaires.

Since a pairing of principal with the corresponding college supervisor was established as the precondition for inclusion in the population, the original number of eighty five college supervisors asked to complete the questionnaire--by means of non-response of either college supervisor or principal--was reduced to thirty three.²

²It is probably significant that during much of the time while data was being sought, the U.S. Postal Service was suffering the first strike of employees in its history. This may account for some of the reduction in respondents.

Although geographic location was not used as a criterion for choosing the sample, as it turned out, all the respondents (college supervisors and principals) were located in the lower peninsula of Michigan.

General Information on College Supervisors (See Appendix B.)

In response to the general information requested on the first page of the questionnaire, some interesting facts emerge regarding the college supervisors.

Seven supervisors (21.21%) worked with elementary student teachers only; thirteen supervisors (39.39%) worked only with secondary student teachers; and another thirteen supervisors (39.39%) worked with both elementary and secondary.

In number of students supervised, consideration must be given to the fact that many college supervisors are hired for less than full-time supervision. Nonetheless, the figures for numbers of student teachers supervised are interesting. Only one (3.03%) supervised less than ten; seventeen (51.51%) supervised from eleven to twenty students; twelve (36.36%) supervised from twenty-one to thirty student teachers; and three (9.09%) worked with from thirty-one to forty students. The calculated median for supervisors was 18.92 students per term.

A large proportion (sixteen; 48.5%) of the college supervisors had had experience with student teachers, having been cooperating teachers prior to becoming college supervisors. The mean number of years of

experience of this group as cooperating teachers was 6.50, the median somewhat lower at four years.

A smaller group (eight; 24.24%) of the college supervisors had had administrative contact with student teachers. The mean years of experience in this area was 7.25 years with a median of 2.50; the disparity in these two measures is accounted for by a range of from one to twenty-six years.

The mean years of experience as a college supervisor was 3.36 years with a median of 2.50, and a range of from one-half to fifteen years.

Eleven of the responding supervisors were associated with Michigan State University, and twenty-two with Eastern Michigan University.

General Information on Principals and Schools (See Appendix D.)

Elementary schools constituted 45.45% of the sample (N = 15); Junior High (or Middle) Schools 21.21% (N = 7); and High Schools 33.33% (N = 11).

The schools ranged in number of pupils from below three hundred (3%; N = 1), to over 1,200 (24.24%; N = 8). Nine schools (27.27%) were between three hundred and six hundred students; five (15.15%) from six hundred to nine hundred students; and ten (30.30%) from nine hundred to 1,200. Considering the fact that fifteen of the thirty-three schools included are elementary, the median size of 959 pupils is striking.

The numbers of teachers within the schools of responding principals

ranged from two schools with fewer than ten teachers, to thirteen schools with forty or more teachers. Median numbers of teachers per building was 35.65. Comparing medians of pupils versus number of teachers yields an interesting figure of 959 students to 35.65 teachers, or, an approximate 27 to 1 pupil-teacher ratio.

In response to the question dealing with numbers of student teachers usually in the school each term, eight principals (24.24%) responded from one to three; nine (27.27%) had from four to six; eight (24.24%) from seven to nine; and eight (24.24%) had over ten student teachers.

Among those responding to the principals' questionnaire, only three (9.09%) were not the principal; all three were assistant principals.

Questions six and seven of preliminary information are interrelated, since the length of student teacher contact in the cooperating school is determined by the college or university. Among the thirty-three schools reporting, it was found that student teachers were placed from twelve different colleges and universities, each with a different term.

Of particular interest is the number of principals who had had experience as cooperating teachers (eighteen; 54.54%) in addition to their experience as administrators.

Procedure for Obtaining Data

Since one of the major objectives of this study was to establish the involvement of the principals in various identified aspects of the

student teaching program, the responses to the questions were coded to indicate whether that particular response indicated active involvement in the student teaching program (+1); whether the particular response had no significance in relation to the activity, or whether the activity specified in the choice was possible without active involvement (0); or whether the response chosen indicated a negative interest or rejection of the particular activity under consideration (-1). (See Appendices B and D.)

Responses were tallied for both the college supervisors and principals (see Appendix F). Since the questions were grouped in threes to investigate actual practices, ideal practices, and empathospective viewpoint of practices, scores were summed algebraically, in each dimension, giving each respondent three scores:

1. A Involvement Index, Actual
2. I Involvement Index, Ideal
3. E Involvement Index, Empathospective

These data constitute the information used in the statistical analysis related to the hypotheses specified in Chapter I.

Method of Statistical Treatment of Data

Since the hypotheses to be tested predict that one score will be greater in a particular direction to a statistically significant degree, it was decided that a one-tailed test of significance was appropriate.³

³Henry E. Garrett, Statistics in Psychology and Education (New York: Longmans, Green and Co., 1958), p. 218.

Because the data is of equal-interval type it was determined that the difference between the means would probably be the best test of whether one score was, indeed, greater to a statistically significant degree than another score. Because the N's were small, there was a greater likelihood of the distribution of scores being leptokurtic (peaked) rather than mesokurtic (bell-shaped). Thus the significance of the means of scores to be compared were tested using "t".⁴

$$t = \frac{(M_1 - M_2)}{S_m} : \text{ where } M_1 \text{ and } M_2 \text{ are the mean scores;}$$

where S_m is the standard error of the mean
for small samples $S_m = \frac{s}{\sqrt{N}}$

$$\text{where } s = \sqrt{\frac{\sum x^2}{(N-1)}}$$

t scores were evaluated on a table of t according to the appropriate number of degrees of freedom at the 0.05 level of probability, using the 0.10 probability column on the table, because a right-tailed (t difference) is sought and non-significance at this level will reject the hypothesis.

At the beginning of the next chapter there is a description of the principal's role in student teaching in narrative form. This narrative is followed by a statistical examination of the hypotheses.

⁴Ibid., p. 191.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Chapter IV is divided into four sections. The first two sections establish actual and ideal pictures of the principal's role in student teaching through qualitative and comparative interpretation of principal and college supervisor responses, in each of the five areas identified as role segments. From this picture, a third section presents observations and inferences.

The fourth section of the chapter deals with the statistical examination of the six hypotheses enumerated in Chapter I.

Actual Role Perceptions (See Appendix G.)

Selection of cooperating teachers. Of the thirty-three respondents included in the sample, most principals (69%) said that they selected the cooperating teachers alone, while a far smaller number (30%) said that they cooperated with the college supervisor. College supervisors, on the other hand, reversed the order with the majority (42%) seeing joint selection, and a smaller number (33%) seeing the principal as sole selection agent.

Both principals (72%) and college supervisors (81%) overwhelmingly stated that the basis for selection of cooperating teachers was both local school and college criteria.

As to when the cooperating teachers are selected, only a few (P = 18%; CS = 18%) indicated that they select cooperating teachers before anything is known. In both principal and college supervisor responses, there was relatively equal distribution between when needs for placement are known and when student teacher credentials are available.

In the dimension of choice of cooperating teachers, the principal appears to be deeply involved. This is a reasonable conclusion since the principal generally has some responsibility for the teaching load and evaluation of teachers in his building.

Orientation of student teachers. In both college supervisor and principal responses the principal was nearly always mentioned as a participant in orientation. Most principals (51%) and college supervisors (66%) saw orientation being done by the principal, the college supervisor, and the teacher, jointly.

However, in the main, principals (84%) and college supervisors (75%) saw the orientation as a group activity rather than an individual one, with the principal arranging orientation activities for groups rather than individuals (CS = 57%; P = 84%).

Most principals carried on orientation activities after placement in the school (60%), but a considerable number (45%) oriented student teachers prior to placement with a cooperating teacher. The ratio was different for college supervisors, with 30% seeing the principal orienting students prior to placement, and 57% seeing orientation after placement.

It is evident from the responses that the principal has a definite role in the orientation of student teachers, perhaps in the same sense that he has an equivalent responsibility to regular teachers entering his building for the first time.

Selection of student teachers. In selection of student teachers, no principals answered that they acted alone, and only a few (21%) felt that they were not involved at all. The college supervisors, however, diverged from this pattern, stating that many principals (36%) did not participate.

In choice of criteria for selection of student teachers most principals (51%) felt both college and local criteria were used, while a small number (27%) felt student teachers were chosen by the availability of cooperating teachers. The great majority of college supervisors (69%) felt that both college and local criteria were used in selection of student teachers with only a small number (12%) feeling the choice was made on the basis of availability of cooperating teachers.

Both college supervisors (60%) and principals (51%) chose the option of "some" in response to the question regarding efforts of the principals to obtain information about student teachers before placement.

Although there are some discrepancies between college supervisor and principal perceptions of the extent of principal involvement, it is clear from this section that the principal does have a part of play in student teacher selection.

Supervision and evaluation of student teachers. It is interesting, and perhaps a comment on the relationship which exists between the principal and the whole student teaching program, that the greatest number of principals (81%) saw their supervisory contact work with the student teacher as an indirect activity carried on through either the cooperating teacher or the college supervisor. College supervisors also saw this relationship (96%).

Regarding the frequency of contact of the principal with students, both principals (36%) and college supervisors (39%) had the greatest number of responses at once a week. Many principals (33%) saw themselves as contacting the students daily, while the college supervisors (15%) did not agree.

Again the indirect character of the principal's role in student teaching becomes evident in the fact that nearly all (84%) principals and supervisors (81%) saw the principal as participating in the evaluation of student teachers indirectly, either through the cooperating teacher or the college supervisor.

Frequency of contact between principal and cooperating teacher to discuss student teaching found no modal response from either college supervisor or principal, with approximately equal scores ranging from more than once a week to monthly.

As might be expected, after the initial orientation and placement, the actual role perception of both principals and supervisors is one of limited and indirect contact.

Liaison with the teacher training institution. Although there was a range in frequency of meetings between college supervisor and principal, the mode for principal (36%) and college supervisor (45%) was more than once a month but less than weekly.

The largest number of both supervisors (42%) and principals (42%) saw the principal not going to campus or attending college sponsored meetings regarding student teachers at all. One respondent, however, wrote on his questionnaire, "If they had any, I would surely go!" Perhaps there is a lack of either events or communication regarding conferences and other activities on the part of the colleges.

Paralleling this conclusion is the fact that only 33% of the principals had taken a course dealing directly with student teaching, and college supervisors surmised that only two (or 6%) had done so.

For whatever causes--overwork, lack of time, lack of support from upper level administration--it is clear that principals are not involved in college-school relationships, as measured in the questions in this segment, as might be desired.

Ideal Role Perceptions (See. Appendix H.)

Selection of cooperating teachers. Responding to "who do you think" dimensions of this questionnaire, all thirty-three principals felt they should be involved in the choosing of cooperating teachers: fifteen (45%) alone and eighteen (54%) with the college supervisor. College supervisors were more desirous of a voice, twenty-three (69%)

specifying principal and supervisor joint effort in selection.

Both groups (P = 87%; CS = 93%) agreed that both local and school criteria--in the most common cases the local contract--and university criteria should be used in choosing cooperating teachers.

Both groups also indicated (P = 81%; CS = 72%) that cooperating teachers should be selected after needs and student teachers are identified.

In the ideal dimension, the responsibility for choosing cooperating teachers is shared more between the college supervisor and the principal than in the actual dimension.

Orientation of student teachers. Both college supervisors (69%) and principals (63%) ideally see the principal, college supervisor and the teacher involved in orientation activities. The ideal dimension numbers remain unchanged from the actual, with both principals (81%) and college supervisors (81%) indicating that the principal should orient new students in groups.

Twenty-nine principals (87%) and twenty-five college supervisors (75%) indicated that, ideally, the principal should arrange for orientation activities. These activities, according to principals (45%) and supervisors (45%), should take place prior to placement with cooperating teachers.

The ideal role, not surprisingly, differs little in the area of orientation from the actual role, since this is one of the principal's traditional activities.

Selection of student teachers. Both the college supervisors (63%) and principals (54%) saw the principal ideally working with the cooperating teacher and college supervisor in selection of student teachers.

Also, supervisors (78%) and principals (69%) agreed that both local and college criteria should be used in selection of student teachers.

About the same number of principals and supervisors saw ideal involvement in procuring information on potential student teachers as equivalent to actual performance.

The ideal perception of how student teachers should be selected differs little from the actual perception in this dimension, either in principal or college supervisor judgment.

Supervision and evaluation of student teachers. Again, the ideal dimension of the role differs little from the actual. Most principals (78%) and most college supervisors (81%) saw the principal maintaining only indirect contact, with a similar spread of frequency of contact from daily to once a semester.

Nearly all principals (81%) and supervisors (81%) felt that the principal should contribute to evaluation only indirectly through the college supervisor or cooperating teacher.

As in the case of actual perception, the frequency of contact of principal with cooperating teacher to discuss student teaching had no clear mode, and ranged from more than once a week to monthly.

The ideal role perception of the extent of contact of principal

with student teachers appears subjectively to be the same as the actual role perception for this area. Tradition role expectations as well as other factors, such as available time, and perception of the need to engage in contact activities, appear to contribute to the stability of the role perception.

Liaison with the teacher training institution. Both principals (33%) and college supervisors (45%) felt that, ideally, they should meet more than once a month but less than weekly. The range, however, was from more than "weekly" to "not at all" in both groups.

Ideal expectation of attendance of principals at college sponsored meetings regarding student teaching was high for principals, who specified once a semester (39%), and for college supervisors, who also specified once a semester (63%) as the desired frequency.

Ideally, principals (63%) and college supervisors (69%) reversed the actual response to taking a course dealing directly with student teaching, saying that the principal should take such a course.

In the ideal dimension, then, there seems to be some shift to a greater involvement on the part of the principal in liaison with the teacher training institution when comparing the actual and the ideal perceptions.

Inferences from Actual and Ideal Observations

Viewing the information gathered on the questionnaire from a qualitative standpoint gives rise to speculation that, far from being a

powerful and dynamic figure on the local school scene as regards the student teaching program, the principal sees himself, and is seen, actually, as a participant in a process over which he has little control and in which he has limited interest.

Variations between ideal and actual perceptions of the principal's role are large. In many instances, there is reason to think that, identified by the teacher preparation institution as a necessary participant, the principal can contribute more to student teaching programs.

In the next section of this chapter statistical tests are made on coded data derived from the questionnaire.

All tallying and initial calculations were done by hand and checked on a computer. Explanation of the statistical treatment is found in the section titled Method of Statistical Treatment of Data in Chapter III.

Statistical Tests of Hypotheses

Discussion and tables. In this section the following abbreviations are used:

P_A	Principal involvement index, actual
P_I	Principal involvement index, ideal
P_E	Principal involvement index, empathospective
CS_A	College supervisor estimate of principal involvement index, actual
CS_I	College supervisor estimate of principal involvement index, ideal

CS_E College supervisor empathospective estimate of principal involvement index.

Hypothesis 1 states that principals will show significant differences between how they should fulfill their role (P_I) and how they actually fulfill their role in the student teaching process (P_A).

Table 1 illustrates the relationship between mean scores on principals' ideal and principals' actual role perceptions for all principals. A t of 4.98 at 32 degrees of freedom indicates the difference to be highly significant. Ideal and actual involvement indices correlate substantially ($r = 0.67$), indicating a strong relationship (Table 2).

Table 1

The Significance of the Difference of Means of P_A and P_I
at the 0.05 Level of Confidence
for All Principals

Item	P_A	P_I
Number	33	33
Mean	8.63	10.93
Standard Deviation	3.51	2.80

Number of degrees of freedom = 32

$t = 4.98$

$t_{(0.05)} = 1.70$

Table 2

Correlations of Involvement Indices
(Product Moment $[r]$)*

	P_A	P_I	P_E	CS_A	CS_I	CS_E
P_A	1.00					
P_I	0.67	1.00				
P_E	0.60	0.80	1.00			
CS_A	0.20	0.26	0.35	1.00		
CS_I	0.07	0.18	0.12	0.30	1.00	
CS_E	0.17	0.31	-.28	0.13	0.75	1.00

*Henry E. Garrett, Statistics in Psychology and Education, (New York: Longmans, Green, and Co., 1958) p. 139.

Tables 3 and 4 show the relationship between ideal and actual role perceptions for elementary and secondary principals. Both of

Table 3

The Significance of the Difference of Means of P_A and P_I at the 0.05 Level of Confidence for Elementary Principals

Item	P_A	P_I
Number	14	14
Mean	9.78	11.98
Standard Deviation	2.75	2.58

Number of degrees of freedom = 13

$t = 4.19$

$t_{(0.05)} = 1.77$

Table 4

The Significance of the Difference of Means of P_A and P_I at the 0.05 Level of Confidence for Secondary Principals

Item	P_A	P_I
Number	19	19
Mean	7.79	10.21
Standard Deviation	3.84	2.80

Number of degrees of freedom = 18

$t = 3.37$

$t_{(0.05)} = 1.73$

these relationships show significant differences with the probability of chance lower for elementary principals than for secondary. All three tests bear out the hypothetical prediction that there are significant differences between ideal and actual role perceptions of principals as measured by the questionnaire.

Hypothesis 2 examines the college supervisors' perceptions in the same variables as the first hypothesis. In this case, the college supervisor had identified what he sees the principal doing in the various dimensions of the role analyses (CS_A), and what he thinks the principal should do ideally in the role (CS_I).

Table 5 illustrates the relationship of all college supervisor perceptions of principals' actual performance with the college supervisors' perceptions of what the principal should be doing in the student teaching

Table 5

The Significance of the Difference of Means of
 CS_A and CS_I at the 0.05 Level of
 Confidence for All Principals

Item	CS_A	CS_I
Number	33	33
Mean	6.93	11.21
Standard Deviation	5.31	3.83

Number of degrees of freedom = 32

$t = 7.02$

$t(0.05) = 1.70$

process. Although the correlation here is low ($r = 0.30$), a t of 7.02 at 32 degrees of confidence indicates a high degree of confidence that the difference of mean scores is significant.

Table 6 and 7 examine the same relationship divided into elementary and secondary cells. In these cases, also, a significant difference exists, but, here, different from the principals' perceptions, the secondary college supervisors' scores yield a higher degree of confidence in the hypothesis. In all cases, the statistics tend to prove the hypothesis.

Table 6

The Significance of the Difference of Means of
 CS_A and CS_I at the 0.05 Level of Confidence
 for Elementary Principals

Item	CS_A	CS_I
Number	14	14
Mean	8.50	12.85
Standard Deviation	3.71	1.99

Number of degrees of freedom = 13

$t = 4.52$

$t_{(0.05)} = 1.77$

Table 7

The Significance of the Difference of Means of
 CS_A and CS_I at the 0.05 Level of Confidence
 for Secondary Principals

Item	CS_A	CS_I
Number	19	19
Mean	5.79	10.00
Standard Deviation	6.08	4.42

Number of degrees of freedom = 18

$t = 5.23$

$t(0.05) = 1.73$

The third hypothesis predicts that there will be significant differences between the principal's ideal role perception (P_I) and the role perception the college supervisor thinks is ideal (CS_I).

Table 8 compares the mean score of P_I and CS_I for all principals. The low t of 0.36 illustrates that the difference is not significant.

Table 9, which explores the significance of the difference of means for secondary respondents, and Table 10, examining the elementary respondents, also show t scores lower than necessary to achieve significance.

Table 8

The Significance of the Difference of Means of
 CS_I and P_I at the 0.05 Level of
 Confidence for All Principals

Item	CS_I	P_I
Number	33	33
Mean	11.21	10.93
Standard Deviation	3.83	2.80

Number of degrees of freedom = 32

$t = 0.36$

$t_{(0.05)} = 1.70$

Table 9

The Significance of the Difference of Means of
 CS_I and P_I at the 0.05 Level of Confidence
 for Secondary Principals

Item	CS_I	P_I
Number	19	19
Mean	10.00	10.21
Standard Deviation	2.80	2.80

Number of degrees of freedom = 18

$t = 0.18$

$t_{(0.05)} = 1.73$

Table 10

The Significance of the Difference of Means of
 CS_I and P_I at the 0.05 Level of Confidence
 for Elementary Principals

Item	CS_I	P_I
Number	14	14
Mean	12.85	11.92
Standard Deviation	1.99	2.58

Number of degrees of freedom = 13

$t = 1.12$

$t_{(0.05)} = 1.77$

Hypothesis 4 predicts that there will be significant differences in what the principal sees himself as actually doing (P_A), and what the college supervisor sees the principal actually doing (CS_A). The correlation ($r = 0.20$) between these scores is low (Table 2).

Table 11, comparing mean scores for all participants, shows low mean scores for both principal actual involvement (P_A mean = 6.93), and college supervisors' perceptions of principals' involvement (CS_A mean = 6.93), and the difference of the means is not significant statistically.

Table 11

The Significance of the Difference of Means of
 CS_A and P_A at the 0.05 Level of Confidence
 for All Principals

Item	CS_A	P_A
Number	33	33
Mean	6.93	8.63
Standard Deviation	5.31	3.51

Number of degrees of freedom = 32

$t = 1.69$

$t_{(0.05)} = 1.70$

The same pattern of low t scores is illustrated in Tables 12 and 13, where elementary and secondary data groupings are presented.

Table 12

The Significance of the Difference of Means of
 CS_A and P_A at the 0.05 Level of Confidence
 for Elementary Principals

Item	CS_A	P_A
Number	14	14
Mean	8.50	9.78
Standard Deviation	3.71	2.75

Number of degrees of freedom = 13

$t = 1.08$

$t_{(0.05)} = 1.77$

Table 13

The Significance of the Difference of Means of
 CS_A and P_A at the 0.05 Level of Confidence
 for Secondary Principals

Item	CS_A	P_A
Number	19	19
Mean	5.79	7.79
Standard Deviation	6.07	3.83

Number of degrees of freedom = 18

$t = 1.31$

$t_{(0.05)} = 1.73$

The fifth hypothesis follows the same pattern as the fourth in comparing principal and college supervisor perceptions of the same element of role. In this hypothesis, it is predicted that the principals' ideal role perceptions (P_I) will be significantly different from the estimate, made by the college supervisor of what the principal sees as ideal (CS_E).

Table 14 indicates that the difference, although close to significance, does not achieve it at the 0.05 level of confidence.

Table 14

The Significance of the Difference of Means of
 CS_E and P_I at the 0.05 Level of Confidence
 for All Principals

Item	CS_E	P_I
Number	33	33
Mean	9.57	10.93
Standard Deviation	4.89	2.80

Number of degrees of freedom = 32
 $t = 1.61$
 $t_{(0.05)} = 1.70$

Table 15 indicates a very close convergence of means for elementary respondents, but Table 16 illustrates that the secondary responses were significantly different, repeating the situation found in hypothesis 3 where disparities are found which seem to be a function of the level of the school.

Table 15

The Significance of the Difference of Means of
 CS_E and P_I at the 0.05 Level of Confidence
 for Elementary Principals

Item	P_I	CS_E
Number	14	14
Mean	11.93	11.64
Standard Deviation	2.50	3.27

Number of degrees of freedom = 13

$t = 0.27$

$t(0.05) = 1.77$

Table 16

The Significance of the Difference of Means of
 CS_E and P_I at the 0.05 Level of Confidence
 for Secondary Principals

Item	P_I	CS_E
Number	19	19
Mean	10.21	8.05
Standard Deviation	2.80	5.41

Number of degrees of freedom = 18

$t = 1.74$

$t(0.05) = 1.73$

The results of examining the sixth hypothesis (Tables 17, 18, 19) are not particularly striking in view of the results of similar analysis of the fourth and fifth hypotheses. In hypothesis 6, the college supervisor's identification of what is an ideal role for the principal (CS_I) is matched against what the principal assumes is the college supervisor's ideal perception of the principal's role (P_E).

Table 17

The Significance of the Difference of Means of
 P_E and CS_I at the 0.05 Level of Confidence
 for All Principals

Item	P_E	CS_I
Number	33	33
Mean	10.24	11.21
Standard Deviation	2.53	3.83

Number of degrees of freedom = 32

$t = 1.28$

$t(0.05) = 1.70$

Once again, as in previous hypotheses, the elementary respondents' scores were significantly different, while total and secondary response differences were not. Of interest in this case is that the college supervisors' score on the ideal role is higher (indicating more involvement) in each case than the principals' perception of what the college supervisor thinks the ideal role should be.

Table 18

Significance of the Difference of Means of
 P_E and CS_I at the 0.05 Level of
 Confidence for Elementary
 Principals

Item	CS_I	P_E
Number	14	14
Mean	12.86	10.64
Standard Deviation	1.99	2.73

Number of degrees of freedom = 13
 $t = 2.59$
 $t_{(0.05)} = 1.77$

Table 19

Significance of the Difference of Means of
 P_E and CS_I at the 0.05 Level of
 Confidence for Secondary
 Principals

Item	CS_I	P_E
Number	19	19
Mean	10.00	9.94
Standard Deviation	4.42	2.41

Number of degrees of freedom = 18
 $t = 0.046$
 $t_{(0.05)} = 1.73$

Summary of tests of hypotheses. This chapter has treated the information gathered by means of the questionnaire in two ways. First, a subjective analysis was made of actual and ideal dimensions of the role segments identified on the questionnaire, and some inferences were made from this analysis. Second, statistical measures were applied to coded data representing the involvement of principals in the various role segments identified on the questionnaire.

The six hypotheses were tested with the following results:

1. The hypothesis that principals will show significant differences between how they should fulfill their role in student teaching and how they actually fulfill their role, was accepted at the 0.05 level of confidence.
2. The hypothesis that the college supervisors' perceptions of what the principal should be doing and what he is actually doing in relation to student teaching will differ significantly, was also accepted at the 0.05 level of confidence.
3. The hypothesis which predicts that the college supervisors' ideal role perceptions will differ significantly from the principals' stated ideal role perceptions, was not accepted for all respondents, or for respondents categorized under "elementary", or "secondary".
4. The hypothesis predicting significant differences between what the principal actually sees himself doing and what the

college supervisor sees the principal doing in relation to student teaching, was not accepted at total respondent, elementary, or secondary level of testing.

5. The hypothesis that the principals' ideal role perceptions will differ significantly from the college supervisors' estimates of the principals' own ideal role perceptions, was not accepted, as it failed to reach the necessary level of significance.
6. The hypothesis which predicts significant differences between the ideal role perception established by the college supervisors; and the principals' empathospective perceptions of what the college supervisors' ideal role perceptions are, was not accepted for all respondents or for those categorized as "secondary", but did achieve significance for those categorized as "elementary".

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Chapter IV presented the findings and summarized the tests of the underlying hypotheses of this study which defines and examines the principal's role in student teaching. This chapter draws conclusions from the results and makes recommendations for further study and action.

Conclusions

There is more agreement between college supervisors and principals about the principal's role in student teaching than was assumed in framing the hypotheses. This is demonstrated by the similarity of the actual and ideal role perceptions, and the ability of each group to predict the ideal role perception of the other.

Principals are not now doing all that they, themselves, as well as college supervisors, think that they should in student teaching programs. The highly significant difference between actual and ideal role perceptions on the part of both groups, with the ideal role perception always being one of more involvement, makes this quite clear.

There is no ambiguity about the role of the principal in student teaching. This is born out by the fact that the last four hypotheses, each of which predicted differences between respondent role perceptions, were all rejected.

Recommendations

Colleges and Universities should take the initiative in providing on-campus programs for principals dealing with student teaching. Responses to the questionnaire point out the need for better communication and interaction between the sponsoring teacher preparation institution and the principal. This area of the study had the greatest number of spontaneous written responses, and these responses generally asked for more contact.

This evidence of need for information about student teaching suggests that study of teacher education programs should definitely be included in the professional preparation of administrators.

Considering that the role of the principal is well defined, research is needed to determine which segments of the role are of value to the student teaching program, and which, if any, are superfluous. Certainly the modern building principal is a busy person, with limited time for student teaching participation, and it is of definite value to find out which aspects of his role he should stress, and which are unneeded.

The discovery that principals, in large measure, are either unable or unwilling to perform at the ideal level set by both principals and college supervisors merits further study. One possible cause for this behavior which should be investigated is whether the routine of the principal allows time for effective participation in student teaching activities. Another is whether the lack of motivation to perform

at the ideal level is the result of the principal's feeling that student teaching is not really valuable. A third might be that, regardless of how the principal views student teaching, he might be convinced that his participation in student teaching activities is of little value. Opinions of educators, expressed in the literature, give value to the principal as a member of the student teaching team, but these opinions appear to be founded on what these authorities feel, rather than on actual evidence. Whatever causes keep the principal from performing at the ideal level need to be identified through further study.

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APPENDIX A
Eastern Michigan University

Ypsilanti, Michigan 48197

LETTER TO COLLEGE SUPERVISORS

December, 1969

Dear Colleague:

I am engaged in a study of the place and function of the participants in Student Teaching. I will be most grateful for your assistance in this project by your taking the time and effort to respond to the enclosed questionnaire.

The questions require you to make judgments regarding one building principal with whom you work. Please write this principal's name in the space indicated on the first sheet of the questionnaire, since the validity of the study requires that he or she complete a similar questionnaire.

If you are not sure of an answer, please give your best guess. I am interested in your perceptions. Feel free to check more than one response to any question if this seems appropriate.

It is not necessary for you to put your name on the questionnaire.

Thank you very much.

Sincerely,

Robert Hoexter
Assistant Professor
Curriculum and Instruction Division
College of Education

RH:dc

APPENDIX B

COLLEGE SUPERVISOR FORM OF THE QUESTIONNAIRE WITH RESPONSE
CODING USED TO DETERMINE INVOLVEMNT INDICES

Name of Teacher-Training Institution _____

1. Area of supervision:

1.1___ Elementary

1.2___ Secondary

1.3___ Both

2. Number of student teachers supervised each term:

2.1___ 1 to 10

2.2___ 11 to 20

2.3___ 21 to 30

2.4___ 31 to 40

2.5___ over 40

3. How many years have you supervised student teachers?

3.1 As a cooperating teacher _____ years

3.2 As an administrator _____ years

3.3 As a college supervisor _____ years

Will you please provide the following information on one principal who administers a school where you place student teachers? He will be asked to complete a questionnaire similar to yours.
Thank you.

Principal's Name _____

Name of School _____

Address of School _____

_____ Mich. Zip _____

Your Name _____

(For Identification Purposes Only)

The cooperating teacher to whom the student teacher is assigned within the public school is an important contributor to the student teacher's experience. The means by which these teachers are chosen varies, as do the criteria used in selection. In this section we are interested in the how, when, and why of cooperating teacher selection.

1. Who actually selects cooperating teachers in the school?

- 1.1 + the principal
- 1.2 - the college supervisor
- 1.3 + the principal and college supervisor, jointly
- 1.4 - the teachers themselves
- 1.5 ? others (specify) _____

2. Who do you think should select cooperating teachers?

- 2.1 + the principal
- 2.2 - the college supervisor
- 2.3 + the principal and college supervisor, jointly
- 2.4 - the teachers themselves
- 2.5 ? others (specify) _____

3. Who does the principal think should select cooperating teachers?

- 3.1 + the principal
- 3.2 - the college supervisor
- 3.3 + the principal and college supervisor, jointly
- 3.4 - the teachers themselves
- 3.5 ? others (specify) _____

4. On what basis are cooperating teachers now selected for this school?

- 4.1 - exclusively on college criteria
- 4.2 + on local school criteria alone
- 4.3 + on both school and college criteria

5. On what basis do you think cooperating teachers should be selected?

- 5.1 - exclusively on college criteria
- 5.2 + on local school criteria alone
- 5.3 + on both school and college criteria

6. On what basis does the principal think that cooperating teachers should be selected?

- 6.1 - exclusively on college criteria
- 6.2 + on local school criteria alone
- 6.3 + on both school and college criteria

7. When are cooperating teachers selected?

- 7.1 0 before placement needs are identified
- 7.2 0 when placement needs are known
- 7.3 0 after student teacher credentials are available

8. When do you think cooperating teachers should be selected?

- 8.1 0 before placement needs are identified
- 8.2 0 when placements needs are known
- 8.3 0 after student teacher credentials are available

9. When does the principal think that cooperating teachers should be selected?

- 9.1 0 before placement needs are known
- 9.2 0 when placement needs are known
- 9.3 0 after student teacher credentials are available

The selection of student teachers from among those available at the teacher-training institutions may have some bearing on the school's instructional program, and on the welfare of pupils in the school. It is these factors which cause us to ask questions related to dimensions of the principal's role in this selection process.

10. How does the principal select student teachers?

- 10.1 + alone
- 10.2 + with help from you
- 10.3 + with help from you and cooperating teachers
- 10.4 + with help from teachers
- 10.5 - not at all

11. How do you think the principal should select student teachers?

- 11.1 + alone
- 11.2 + with help from you
- 11.3 + with help from you and cooperating teachers
- 11.4 + with help from teachers
- 11.5 - not at all

12. How does the principal think that he should select student teachers?

- 12.1 + alone
- 12.2 + with help from you
- 12.3 + with help from you and cooperating teachers
- 12.4 + with help from teachers
- 12.5 - not at all

13. On what criteria are student teachers selected?

- 13.1 - college criteria only
- 13.2 + local criteria only
- 13.3 + both college and local criteria
- 13.4 o no special set of criteria
- 13.5 0 availability of cooperating teachers

14. How do you think student teachers should be selected?

- 14.1 - college criteria only
- 14.2 + local criteria only
- 14.3 + both college and local criteria
- 14.4 0 no special set of criteria
- 14.5 0 availability of cooperating teachers

15. On what basis does the principal think that student teachers should be selected?

- 15.1 - college criteria only
- 15.2 + local criteria only
- 15.3 + both college and local criteria
- 15.4 0 no special set of criteria
- 15.5 0 availability of cooperating teachers

16. Does the principal make efforts to obtain information about the student teacher before placement?

- 16.1 + yes, many
- 16.2 o yes, some
- 16.3 - no

17. Do you think the principal should make efforts to obtain information about the student teacher before placement?

- 17.1 + yes, many
- 17.2 o yes, some
- 17.3 - no

18. Does the principal think that he should make efforts to obtain information about the student teacher before placement?

- 18.1 + yes, many
- 18.2 o yes, some
- 18.3 - no

The orientation of student teachers into the particular school situation in which they will work may have some bearing on their success in student teaching. Here we are concerned with the how, when, and why dimensions of the principal's role.

19. Who actually orients the new student teacher into the school?

- 19.1 + the principal
- 19.2 - you
- 19.3 - the cooperating teacher
- 19.4 + you and the principal
- 19.5 + the principal and the cooperating teacher
- 19.6 + you, the principal and the cooperating teacher
- 19.7 - you and the teacher

20. Who do you think should orient the new student teacher into the school?

- 20.1 + the principal
- 20.2 - you
- 20.3 - the cooperating teacher
- 20.4 + you and the principal
- 20.5 + the principal and the cooperating teacher
- 20.6 + you, the principal and the cooperating teacher
- 20.7 - you and the teacher

21. Who does the principal think should orient new student teacher into the school?

- 21.1 + the principal
- 21.2 - you
- 21.3 - the cooperating teacher
- 21.4 + you and the principal
- 21.5 + the principal and the cooperating teacher
- 21.6 + you, the principal and the cooperating teacher
- 21.7 - you and the teacher

22. Does the principal now meet with new student teachers for orientation?

- 22.1 + individually
- 22.2 + in groups
- 22.3 - not at all

23. Do you think the principal should meet with new student teachers for orientation?

- 23.1 + individually
- 23.2 + in groups
- 23.3 - not at all

24. Does the principal think that he should meet with new student teachers for orientation?

- 24.1 + individually
- 24.2 + in groups
- 24.3 - not at all

CS-5

25. Does the principal arrange orientation activities such as meetings, tours, etc.?

25.1 + yes, for groups

25.2 + yes, for individuals

25.3 - no

26. Do you think the principal should arrange orientation activities such as meetings, tours, etc.?

26.1 + yes, for groups

26.2 + yes, for individuals

26.3 - no

27. Does the principal think that he should arrange orientation activities such as meetings, tours, etc.?

27.1 + yes, for groups

27.2 + yes, for individuals

27.3 - no

28. When does the principal carry on orientation activities?

28.1 + prior to placement with a cooperating teacher

28.2 + after placement

28.3 + after a period of adjustment to the classroom

28.4 - not at all

29. When do you think the principal should carry on orientation activities?

29.1 + prior to placement with a cooperating teacher

29.2 + after placement

29.3 + after period of adjustment to the classroom

29.4 - not at all

30. When does the principal think that he should carry on orientation activities?

30.1 + prior to placement with a cooperating teacher

30.2 + after placement

30.3 + after a period of adjustment to the classroom

30.4 - not at all

Because of the impact which student teachers can have on a school, we are concerned with the nature and extent of the principal's contact with the student teacher.

CS-6

31. Does the principal now maintain a supervisory contact with student teachers?

- 31.1 + personally
- 31.2 0 through the cooperating teacher
- 31.3 0 through you
- 31.4 + by classroom visits
- 31.5 + in groups
- 31.6 - not at all

32. Do you think the principal should maintain a supervisory contact with student teachers?

- 32.1 + personally
- 32.2 0 through the cooperating teacher
- 32.3 0 through you
- 32.4 + by classroom visits
- 32.5 + in groups
- 32.6 - not at all

33. Does the principal think that he should maintain a supervisory contact with student teachers?

- 33.1 + personally
- 33.2 0 through the cooperating teacher
- 33.3 0 through you
- 33.4 + by classroom visits
- 33.5 + in groups
- 33.6 - not at all

34. How often does the principal contact each student teacher?

- 34.1 + daily
- 34.2 + weekly
- 34.3 + monthly
- 34.4 0 twice a semester
- 34.5 - once a semester
- 34.6 - not at all

35. How often do you think the principal should contact each student teacher?

- 35.1 + daily
- 35.2 + weekly
- 35.3 + monthly
- 35.4 0 twice a semester
- 35.5 - once a semester
- 35.6 - not at all

CS-7

36. How often does the principal think that he should contact each student teacher?

- 36.1 + daily
 36.2 + weekly
 36.3 + monthly
 36.4 0 twice a semester
 36.5 - once a semester
 36.6 - not at all

37. Does the principal participate in evaluating student teachers?

- 37.1 + directly in writing
 37.2 0 indirectly through the college supervisor
 37.3 0 indirectly through the cooperating teacher
 37.4 - not at all

38. Do you think the principal should participate in evaluating student teachers?

- 38.1 + directly in writing
 38.2 0 indirectly through the college supervisor
 38.3 0 indirectly through the cooperating teacher
 38.4 - not at all

39. Does the principal think that he should participate in evaluating student teachers?

- 39.1 + directly in writing
 39.2 0 indirectly through the college supervisor
 39.3 0 indirectly through the cooperating teacher
 39.4 - not at all

40. How often does the principal meet with cooperating teachers to discuss student teaching or student teachers?

- 40.1 + more than once a week
 40.2 + weekly
 40.3 + more than once a month
 40.4 0 monthly
 40.5 - not at all

41. How often do you think the principal should meet with cooperating teachers to discuss student teaching or student teachers?

- 41.1 + more than once a week
 41.2 + weekly
 41.3 + more than once a month
 41.4 0 monthly
 41.5 - not at all

42. How often does the principal think that he should meet with cooperating teachers to discuss student teaching or student teachers?

- 42.1 + more than once a week
42.2 + weekly
42.3 + more than once a month
42.4 0 monthly
42.5 - not at all

Since the building principal is a contributor to the success of any student teaching program, we are interested in the extent and character of his relationship with the teacher-training institution.

43. How often does the principal meet with you?

- 43.1 + more than once a week
43.2 + weekly
43.3 + more than once a month
43.4 0 monthly
43.5 - not at all

44. How often do you think the principal should meet with you?

- 44.1 + more than once a week
44.2 + weekly
44.3 + more than once a month
44.4 0 monthly
44.5 - not at all

45. How often does the principal think that he should meet with you?

- 45.1 + more than once a week
45.2 + weekly
45.3 + more than once a month
45.4 0 monthly
45.5 - not at all

46. How often does the principal attend college sponsored meetings, or go to the campus for reasons related to student teaching?

- 46.1 - not at all
46.2 0 once a year
46.3 + once a semester
46.4 + more than once a semester

47. How often do you think the principal should attend college sponsored meetings, or go to the campus for reasons related to student teaching?

- 47.1 - not at all
47.2 0 once a year
47.3 + once a semester
47.4 + more than once a semester

CS-9

48. How often does the principal think that he should attend college sponsored meetings, or go to campus for reasons related to student teaching?

48.1 - not at all
48.2 0 once a year
48.3 1 once a semester
48.4 + more than once a semester

49. Has the principal taken a course dealing directly with student teaching?

49.1 - no
49.2 + yes

50. Do you think the principal should take a course dealing with student teaching?

50.1 - no
50.2 + yes

51. Does the principal think that he should take a course dealing directly with student teaching?

51.1 - no
51.2 + yes

APPENDIX C

LETTER TO PRINCIPALS



Eastern Michigan University

Ypsilanti, Michigan 48197

Dear

- I. Student (or practice) teaching experience, part of the preparation of the potential teacher, is recognized by those in teacher education as being foremost in importance. Those of us at the University whose concern it is to assist students in realizing the greatest benefit from their student teaching experiences would like to know more of the "how" and "why" of those who participate in the process of training teachers. Since the school principal is a major participant in this process, a study has been designed to examine the role, and role perceptions, of the principal in the student teaching experience. Your opinions, comments, and suggestions, as a principal of a school which student teachers are placed, together with your answers on the enclosed questionnaire, will be most valuable and very much appreciated.
- II. The questions are straightforward. However, as you will note, your answers will provide us with information at three levels:
 1. WHAT YOUR ROLE IS--What you do now.
 2. HOW YOU SEE YOUR ROLE IDEALLY--What you think you should do.
 3. YOUR INTERPRETATION OF THE SPONSORING UNIVERSITY'S EXPECTATIONS, AS SET FORTH BY THE COLLEGE SUPERVISOR--What you feel he thinks you should do.

Other information requested will help in the analysis of our data.

The questionnaire has been given a code number to preserve your anonymity, and neither your name nor that of your school will be used in the correlation of data, or in any publication which may result.

Thank you for giving this project your time and effort.

Sincerely,

Robert Hoexter
Assistant Professor
Curriculum and Instruction Division
College of Education

APPENDIX D

PRINCIPALS FORM OF THE QUESTIONNAIRE WITH RESPONSE
CODING USED TO DETERMINE INVOLVEMENT INDICES

Name of School _____

(For Coding Purposes Only)

1. Type of School

- ☐ 1.1 Elementary
- ☐ 1.2 Junior High (Middle School)
- ☐ 1.3 High

2. Number of Students

- ☐ 2.1 Below 100
- ☐ 2.2 100 - 299
- ☐ 2.3 300 - 599
- ☐ 2.4 600 - 899
- ☐ 2.5 900 - 1199
- ☐ 2.6 over 1200

3. Number of Teachers

- ☐ 3.1 Below 10
- ☐ 3.2 10 - 19
- ☐ 3.3 20 - 29
- ☐ 3.4 30 - 39
- ☐ 3.5 40 or over

4. How many Student Teachers (practice teachers, intern teachers)
do you usually have in your building?

- ☐ 4.1 1 - 3
- ☐ 4.2 4 - 6
- ☐ 4.3 7 - 9
- ☐ 4.4 10 or over

5. Your Position

- ☐ 5.1 Principal
- ☐ 5.2 Assistant Principal
- ☐ 5.3 Counselor
- ☐ 5.4 Other (Please specify) _____

6. How long do student teachers spend in training in your building?

- ☐ 6.1 Under 6 weeks
- ☐ 6.2 6 to 9 weeks
- ☐ 6.3 10 to 12 weeks
- ☐ 6.4 12 to 15 weeks
- ☐ 6.5 16 weeks or more
- ☐ 6.6 Don't know

7. What teacher-training institutions usually place student teachers in your school

- ☐ 7.1 Central Michigan University
- ☐ 7.2 Eastern Michigan University
- ☐ 7.3 Michigan State University
- ☐ 7.4 The University of Michigan
- ☐ 7.5 Wayne State University
- ☐ 7.6 Western Michigan University
- ☐ 7.7 Other (Please specify) _____

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

- ☐ 8.1 As a teacher _____ year(s)
- ☐ 8.2 As an administrator _____ year(s)

The cooperating teacher to whom the student teacher is assigned within the public school is an important contributor to the student teacher's experience. The means by which these teachers are chosen varies, as do the criteria used in selection. In this section we are interested in the how, when, and why of cooperating teacher selection.

1. Who actually selects cooperating teachers in your school?

- 1.1 + you, the principal
- 1.2 - the college supervisor
- 1.3 + you and the college supervisor, jointly
- 1.4 - the teachers themselves
- 1.5 2 others (specify) _____

2. Who do you think should select cooperating teachers?

- 2.1 + you, the principal
- 2.2 - the college supervisor
- 2.3 + you and the college supervisor, jointly
- 2.4 - the teachers themselves
- 2.5 - others (specify) _____

3. Who does the college supervisor think should select cooperating teachers?

- 3.1 + you, the principal
- 3.2 - the college supervisor
- 3.3 + you and the college supervisor, jointly
- 3.4 - the teachers themselves
- 3.5 - others (specify) _____

4. On what basis are cooperating teachers now selected for this school?

- 4.1 - exclusively on college criteria
- 4.2 + on local school criteria alone
- 4.3 + on both local school and college criteria

5. On what basis do you think cooperating teachers should be selected?

- 5.1 - exclusively on college criteria
- 5.2 + on local school criteria alone
- 5.3 + on both school and college criteria

6. On what basis does the college supervisor think that cooperating teachers should be selected?

- 6.1 - exclusively on university criteria
- 6.2 + on local school criteria alone
- 6.3 + on both local school and college criteria

7. When are cooperating teachers selected?

7.1 0 before placement needs are identified

7.2 0 when placement needs are known

7.3 0 after student teacher credentials are available

8. When do you think cooperating teachers should be selected?

8.1 0 before placement needs are identified

8.2 0 when placement needs are known

8.3 0 after student teacher credentials are available

9. When does the college supervisor think that cooperating teachers should be selected?

9.1 0 before placement needs are known

9.2 0 when placement needs are known

9.3 0 after student teacher credentials are available

The selection of student teachers from among those available at teacher-training institutions may have some bearing on the school's instructional program, and on the welfare of the pupils in the school. It is these factors which cause us to ask questions related to dimensions of your role in this selection process.

10. How do you actually select student teachers?

10.1 + alone

10.2 + with help from the college supervisor

10.3 + with help from the college supervisor and cooperating teachers

10.4 + with help from the teachers

10.5 - not at all

11. How do you think you should select student teachers?

11.1 + alone

11.2 + with help from the college supervisor

11.3 + with help from the college supervisor and cooperating teachers

11.4 + with help from the teachers

11.5 - not at all

12. How does the college supervisor think that you should select student teachers?

12.1 + alone

12.2 + with help from the college supervisor

12.3 + with help from the college supervisor and cooperating teachers

12.4 + with help from the teachers

12.5 - not at all

P-3

13. On what criteria are student teachers selected?

- 13.1 - college criteria only
- 13.2 + local criteria only
- 13.3 + both college and local criteria
- 13.4 0 no special set of criteria
- 13.5 0 availability of cooperating teachers

14. How do you think student teachers should be selected

- 14.1 - college criteria only
- 14.2 + local criteria only
- 14.3 + both college and local criteria
- 14.4 0 no special set of criteria
- 14.5 0 availability of cooperating teachers

15. On what basis does the college supervisor think that student teachers should be selected?

- 15.1 - college criteria only
- 15.2 + local criteria only
- 15.3 + both college and local criteria
- 15.4 0 no special set of criteria
- 15.5 0 availability of cooperating teachers

16. Do you make efforts to obtain information about the student teacher before placement?

- 16.1 + yes, many
- 16.2 0 yes, some
- 16.3 - no

17. Do you think you should make efforts to obtain information about the student teacher before placement?

- 17.1 + yes, many
- 17.2 0 yes, some
- 17.3 - no

18. Does the college supervisor think that you should make efforts to obtain information about the student teacher before placement?

- 18.1 + yes, many
- 18.2 0 yes, some
- 18.3 - no

The orientation of student teachers into the particular school situation in which they will work may have some bearing on their success in student teaching. Here, we are concerned with the how, when, and why dimensions of your role.

19. Who actually orients the new student teacher into your school?

- 19.1 + you
- 19.2 - the college supervisor
- 19.3 - the cooperating teacher
- 19.4 + you and the college supervisor
- 19.5 + you and the cooperating teacher
- 19.6 + you, the college supervisor and the teacher
- 19.7 - the college supervisor and the teacher

20. Who do you think should orient the new student teacher into your school?

- 20.1 + you
- 20.2 - the college supervisor
- 20.3 - the cooperating teacher
- 20.4 + you and the college supervisor
- 20.5 + you and the cooperating teacher
- 20.6 + you, the college supervisor and the teacher
- 20.7 - the college supervisor and the teacher

21. Who does the college supervisor think should orient the new student teacher into your school?

- 21.1 + you
- 21.2 - the college supervisor
- 21.3 - the cooperating teacher
- 21.4 + you and the college supervisor
- 21.5 + you and the cooperating teacher
- 21.6 + you, the college supervisor and the teacher
- 21.7 - the college supervisor and the teacher

22. Do you now meet with new student teachers for orientation?

- 22.1 + individually
- 22.2 + in groups
- 22.3 - not at all

23. Do you think you should meet with new student teachers for orientation?

- 23.1 + individually
- 23.2 + in groups
- 23.3 - not at all

24. Does the college supervisor think that you should meet with new student teachers for orientation?

- 24.1 + individually
- 24.2 + in groups
- 24.3 - not at all

25. Do you arrange orientation activities such as meeting, tours, etc.?

25.1 + yes, for groups

25.2 + yes, for individuals

25.3 - no

26. Do you think you should arrange orientation activities such as meetings, tours, etc.?

26.1 + yes, for groups

26.2 + yes, for individuals

26.3 - no

27. Does the college supervisor think that you should arrange orientation activities such as meetings, tours, etc.?

27.1 + yes, for groups

27.2 + yes, for individuals

27.3 - no

28. When do you carry on orientation activities?

28.1 + prior to placement with a cooperating teacher

28.2 + after placement

28.3 + after period of adjustment to the classroom

28.4 - not at all

29. When do you think you should carry on orientation activities?

29.1 + prior to placement with a cooperating teacher

29.2 + after placement

29.3 + after a period of adjustment to the classroom

29.4 - not at all

30. When does the college supervisor think that you should carry on orientation activities?

30.1 + prior to placement with a cooperating teacher

30.2 + after placement

30.3 + after a period of adjustment to the classroom

30.4 - not at all

Because of the impact which student teachers can have on a school, we are concerned with the nature and extent of your contacts with the student teacher.

31. Do you now maintain a supervisory contact with student teachers?

- 31.1 + personally
- 31.2 0 through the cooperating teacher
- 31.3 0 through the college supervisor
- 31.4 + by classroom visits
- 31.5 + in groups
- 31.6 - not at all

32. Do you think you should maintain a supervisory contact with the student teachers?

- 32.1 + personally
- 32.2 0 through the cooperating teacher
- 32.3 0 through the college supervisor
- 32.4 + by classroom visits
- 32.5 + in groups
- 32.6 - not at all

33. Does the college supervisor think that you should maintain a supervisory contact with the student teachers?

- 33.1 + personally
- 33.2 0 through the cooperating teacher
- 33.3 0 through the college supervisor
- 33.4 + by classroom visits
- 33.5 + in groups
- 33.6 - not at all

34. How often do you contact each student teacher?

- 34.1 + daily
- 34.2 + weekly
- 34.3 + monthly
- 34.4 0 twice a semester
- 34.5 - once a semester
- 34.6 - not at all

35. How often do you think you should contact each student teacher?

- 35.1 + daily
- 35.2 + weekly
- 35.3 + monthly
- 35.4 0 twice a semester
- 35.5 - once a semester
- 35.6 - not at all

36. How often does the college supervisor think that you should contact each student teacher?

- 36.1 + daily
- 36.2 + weekly
- 36.3 + monthly
- 36.4 0 twice a semester
- 36.5 - once a semester
- 36.6 - not at all

37. Do you participate in evaluating student teachers?

- 37.1 + directly in writing
- 37.2 0 indirectly through the college supervisor
- 37.3 0 indirectly through the cooperating teacher
- 37.4 - not at all

38. Do you think that you should participate in evaluating student teachers?

- 38.1 + directly in writing
- 38.2 0 indirectly through the college supervisor
- 38.3 0 indirectly through the cooperating teacher
- 38.4 - not at all

39. Does the college supervisor think that you should participate in evaluating student teachers?

- 39.1 + directly in writing
- 39.2 0 indirectly through the college supervisor
- 39.3 0 indirectly through the cooperating teacher
- 39.4 - not at all

40. How often do you meet with cooperating teachers to discuss student teaching or student teachers?

- 40.1 + more than once a week
- 40.2 + weekly
- 40.3 + more than once a month
- 40.4 0 monthly
- 40.5 - not at all

41. How often do you think you should meet with cooperating teachers to discuss student teaching or student teachers?

- 41.1 + more than once a week
- 41.2 + weekly
- 41.3 + more than once a month
- 41.4 0 monthly
- 41.5 - not at all

42. How often does the college supervisor think that you should meet with the cooperating teachers to discuss student teaching or student teachers?

42.1 + more than once a week
42.2 + weekly
42.3 + more than once a month
42.4 0 monthly
42.5 - not at all

Since the building principal is a contributor to the success of any student teaching program, we are interested in the extent and character of your relationship with the teacher-training institution.

43. How often do you meet with the college supervisor?

43.1 + more than once a week
43.2 + weekly
43.3 + more than once a month
43.4 0 monthly
43.5 - not at all

44. How often do you think you should meet with the college supervisor?

44.1 + more than once a week
44.2 + weekly
44.3 + more than once a month
44.4 0 monthly
44.5 - not at all

45. How often does the college supervisor think that you should meet with him?

45.1 + more than once a week
45.2 + weekly
45.3 + more than once a month
45.4 0 monthly
45.5 - not at all

46. How often do you attend college sponsored meetings, or go to the campus for reasons related to student teaching?

46.1 - not at all
46.2 0 once a year
46.3 + once a semester
46.4 + more than once a semester

47. How often do you think you should attend college sponsored meetings, or go to the campus for reasons related to student teaching?

47.1 - not at all
47.2 0 once a year
47.3 + once a semester
47.4 + more than once a semester

P-9

48. How often does the college supervisor think that you should attend college sponsored meetings, or go to the campus for reasons related to student teaching?

48.1 ~ not at all
48.2 0 once a year
48.3 + once a semester
48.4 + more than once a semester

49. Have you taken a course dealing directly with student teaching?

49.1 - no
49.2 + yes

50. Do you think you should take a course dealing directly with student teaching?

50.1 - no
50.2 + yes

51. Does the college supervisor think that you should take a course dealing directly with student teaching?

51.1 - no
51.2 + yes

APPENDIX E

FOLLOW-UP POST CARD SENT TO BOTH COLLEGE SUPERVISORS AND PRINCIPALS

Side 1

Dear Colleague:

Some time ago, I sent you a questionnaire dealing with the role of the school principal in student teaching. As yet, I have been unable to share your views and this is of concern. Your opinions are very important and I would not want to omit them from the study because of a mailing or other mishap. Please check the appropriate box on the return post card and mail it to me.

Thank you,

Robert Hoexter

Side 2

- ☐ I have returned the questionnaire.
- ☐ I received it but do not wish to answer.
- ☐ I did not receive it but I am willing to answer.
- ☐ I did not receive it and do not wish to answer.
- ☐ I am not working with student teachers and cannot answer.

Name _____

Address _____

City _____, Michigan ZIP _____

APPENDIX F

MEAN INVOLVEMENT INDEX SCORES FOR PRINCIPALS AND COLLEGE SUPERVISORS

	P _A	P _I	P _E	CS _A	CS _I	CS _E
Mean All Respondents	8.63	10.93	10.40	6.93	11.21	9.65
Mean Elementary	9.78	11.92	10.64	8.50	12.85	11.64
Mean Secondary	7.79	10.21	9.94	5.79	10.00	8.05

APPENDIX G

RESPONSES TO QUESTIONNAIRE - ACTUAL DIMENSION

Response	Principal		College Supervisor		Response	Principal		College Supervisor	
	No.	%	No.	%		No.	%	No.	%
1.1	23	69	11	33	28.1	15	45	10	30
1.2	0	0	0	0	28.2	20	60	19	57
1.3	10	30	14	42	28.3	11	33	5	15
1.4	0	0	4	12	28.4	0	0	2	6
1.5	0	0	5	15	31.1	15	45	10	30
4.1	0	0	0	0	31.2	27	81	21	63
4.2	8	24	4	12	31.3	12	36	12	36
4.3	24	72	27	81	31.4	11	33	11	33
7.1	6	18	6	18	31.5	4	12	1	3
7.2	17	51	13	39	31.6	0	0	2	6
7.3	10	30	12	36	34.1	11	33	5	15
10.1	0	0	1	3	34.2	12	36	13	39
10.2	8	24	6	18	34.3	1	3	7	21
10.3	14	42	12	36	34.4	7	21	2	6
10.4	3	9	2	6	34.5	1	3	4	12
10.5	7	21	12	36	34.6	1	3	2	6
13.1	4	12	4	12	37.1	2	6	0	0
13.2	1	3	1	3	37.2	10	30	18	54
13.3	17	51	23	69	37.3	24	72	20	60
13.4	3	9	0	0	37.4	3	9	6	18
13.5	8	24	4	12	40.1	7	21	5	15
16.1	13	39	8	24	40.2	5	15	2	6
16.2	17	51	20	60	40.3	8	24	8	24
16.3	2	6	4	12	40.4	8	24	9	27
19.1	4	12	3	9	40.5	3	9	7	21
19.2	0	0	1	3	43.1	4	12	3	9
19.3	4	12	0	0	43.2	9	27	8	24
19.4	4	12	0	0	43.3	11	33	15	45
19.5	9	27	8	24	43.4	5	15	4	12
19.6	17	51	22	66	43.5	1	3	3	9
19.7	0	0	1	3	46.1	14	42	14	42
22.1	12	36	10	30	46.2	7	21	6	18
22.2	28	84	25	75	46.3	10	30	7	21
22.3	0	0	1	3	46.4	1	3	4	12
25.1	28	84	19	57	49.1	21	63	24	72
25.2	8	24	9	27	49.2	11	33	2	6
25.3	3	9	6	18					

APPENDIX H

RESPONSES TO QUESTIONNAIRE - IDEAL DIMENSION

Response	Principal		College Supervisor		Response	Principal		College Supervisor	
	No.	%	No.	%		No.	%	No.	%
2.1	15	45	2	6	29.1	19	57	15	45
2.2	0	0	0	0	29.2	16	48	14	42
2.3	18	54	23	69	29.3	10	30	5	15
2.4	4	12	4	12	29.4	0	0	1	3
2.5	5	15	9	27	32.1	14	42	14	42
5.1	0	0	0	0	32.2	26	78	18	54
5.2	3	9	0	0	32.3	12	36	14	42
5.3	29	87	31	93	32.4	14	42	11	33
8.1	8	24	8	24	32.5	4	12	31	9
8.2	14	42	11	33	32.6	0	0	0	0
8.3	13	39	13	39	35.1	12	36	6	18
11.1	0	0	2	6	35.2	12	36	16	48
11.2	8	24	7	21	35.3	4	12	8	24
11.3	18	54	21	63	35.4	4	12	2	6
11.4	2	6	0	0	35.5	1	3	1	3
11.5	3	9	2	6	35.6	3	9	0	0
14.1	2	6	2	6	38.1	3	9	2	6
14.2	1	3	0	0	38.2	12	36	15	45
14.3	23	69	26	78	38.3	23	69	24	72
14.4	0	0	0	0	38.4	3	9	3	9
14.5	8	24	4	12	41.1	8	24	4	12
17.1	16	48	10	30	41.2	6	18	4	12
17.2	14	42	21	63	41.3	7	21	10	30
17.3	2	6	0	0	41.4	11	33	13	39
20.1	2	6	0	0	41.5	0	0	0	0
20.2	0	0	0	0	44.1	3	9	2	6
20.3	2	6	0	0	44.2	8	24	8	24
20.4	4	12	0	0	44.3	12	36	15	45
20.5	6	18	9	27	44.4	6	18	5	15
20.6	21	63	23	69	44.5	1	3	2	6
20.7	0	0	1	3	47.1	5	15	1	3
23.1	13	39	8	24	47.2	7	21	5	15
23.2	27	81	27	81	47.3	13	39	21	63
23.3	0	0	1	3	47.4	6	18	4	12
26.1	29	87	25	75	50.1	9	27	9	27
26.2	8	24	5	15	50.2	21	63	23	69
26.3	2	6	3	9					

APPENDIX I

RESPONSES TO QUESTIONNAIRE - EMPATHOSPECTIVE DIMENSION

Response	Principal		College Supervisor		Response	Principal		College Supervisor	
	No.	%	No.	%		No.	%	No.	%
3.1	13	39	6	18	30.1	14	42	10	30
3.2	0	0	0	0	30.2	12	36	18	54
3.3	15	45	21	63	30.3	8	24	4	12
3.4	2	6	5	15	30.4	0	0	1	3
3.5	2	6	4	12	33.1	9	27	12	36
6.1	0	0	0	0	33.2	19	57	22	66
6.2	0	0	2	6	33.3	8	24	13	39
6.3	27	81	28	84	33.4	8	24	10	30
9.1	6	18	8	24	33.5	3	9	2	6
9.2	11	33	11	33	33.6	0	0	2	6
9.3	8	24	11	33	36.1	4	12	7	21
12.1	0	0	2	6	36.2	10	30	14	42
12.2	6	18	6	18	36.3	3	9	5	15
12.3	14	42	20	60	36.4	4	12	2	6
12.4	1	3	0	0	36.5	3	9	3	9
12.5	2	6	1	3	36.6	1	3	0	0
15.1	2	6	1	3	39.1	4	12	2	6
15.2	1	3	0	0	39.2	10	30	13	39
15.3	21	63	25	75	39.3	17	51	21	63
15.4	0	0	0	0	39.4	2	6	3	9
15.5	3	9	3	9	42.1	4	12	4	12
18.1	12	36	9	27	42.2	5	15	6	18
18.2	12	36	20	60	42.3	5	15	7	21
18.3	2	6	1	3	42.4	7	21	8	24
21.1	1	3	0	0	42.5	1	3	5	15
21.2	0	0	0	0	45.1	2	6	2	6
21.3	0	0	0	0	45.2	9	27	7	21
21.4	3	9	0	0	45.3	6	18	13	39
21.5	5	15	8	24	45.4	5	15	5	15
21.6	16	48	23	69	45.5	1	3	2	6
21.7	0	0	1	3	48.1	4	12	5	15
24.1	7	21	9	27	48.2	4	12	10	30
24.2	21	63	25	75	48.3	11	33	11	33
24.3	0	0	1	3	48.4	6	18	5	15
27.1	21	63	21	63	51.1	4	12	14	42
27.2	6	18	6	18	51.2	26	78	6	18
27.3	1	3	5	15					

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