

A STUDY OF THE MICHIGAN STATE UNIVERSITY
FULL-TIME RESIDENT STUDENT TEACHING
PROGRAM

Thesis for the Degree of Ed. D.

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Paul Null Clem

1958



This is to certify that the

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A STUDY OF THE MICHIGAN STATE UNIVERSITY FULL-
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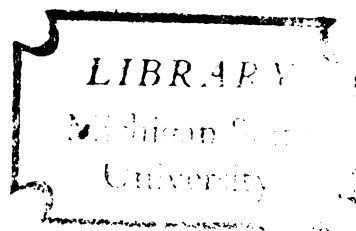
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A STUDY OF THE MICHIGAN STATE UNIVERSITY FULL-TIME RESIDENT
STUDENT TEACHING PROGRAM

By

Paul Null Clem

AN ABSTRACT

Submitted to the School for Advanced Graduate Studies
of Michigan State University of Agriculture and
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requirements for the degree of

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The Problem

The purposes of this study were: (1) to ascertain the strengths and weaknesses of the Michigan State University full-time resident student teaching program during the first two years of operation; and (2) to develop, from data collected from a sizeable group of college students who had participated in this program, criteria which could be used in the future evaluation of the Michigan State University full-time resident student teaching program.

Methods and Procedures

The study was a planned follow-up survey of the reactions and opinions concerning the events of the student and supervising teachers' active participation in the first two years of the program. As both play essential roles in the program, the two groups were studied separately.

Data were obtained from 167 supervising teachers by means of the questionnaire and personal interview techniques. The supervising teachers were asked to evaluate their experiences and offer their opinions of 21 specific phases of the program. Data were collected from 175 student teachers through the use of the questionnaire and the interview technique also. These participants were asked to rate 68 actual phases of the

program and indicate whether or not they were involved in each of the experiences. In each case the participants were divided into four groups, determined by the center in which they participated. The groups were Birmingham, Battle Creek, Grand Rapids, and Southwestern Michigan.

Findings

Although individual differences were shown to exist among the four centers, the findings reflect only broader generalizations based upon the combined groups for the various phases which were studied.

Supervising teacher reactions and opinions. Benefits derived from participation in the program:

1. Personal satisfaction was attained through helping a prospective teacher grow.
2. The program stimulated the supervising teacher to re-evaluate her usual classroom practices.
3. Student teachers were of great assistance to the supervising teacher.
4. Classroom instruction was improved because of more detailed planning and was made more interesting to children because of "newer" ideas.

Problems created by participation in the program:

1. There was a lack of time for satisfactory conferences and planning periods with the student teacher.
2. Student teachers had sufficient theory but not enough information in subject areas to be taught.

3. Reteaching was necessary as a result of the student teacher's participation.

Student teacher reactions and opinions. After tabulating the data on the reactions and opinions of the participating student teachers, it was possible to formulate criteria which could be used to evaluate the program. The criteria are made up of those factors which a high percentage of the participants indicated to be essential, very desirable, or desirable experiences in the life of a student teacher. The criteria include such areas as community activities, specific classroom teaching experiences, miscellaneous classroom teaching experiences, teaching aids, evaluation, school related experiences outside the classroom, and other miscellaneous experiences.

The data revealed a significantly high degree of approval of the full-time resident program as it was operating at that time.

A STUDY OF THE MICHIGAN STATE UNIVERSITY FULL-TIME RESIDENT
STUDENT TEACHING PROGRAM

By
Paul Null Clem

A DISSERTATION

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The writer also takes due cognizance of Elizabeth, Paula, and Cathy, who must at times have felt themselves bereft of husband and father.

P.N.C.

Dedicated to

My Wife

Elizabeth

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CHAPTER I

INTRODUCTION

The phrase "learning through experience" or "on the job training" has been widely used in educational circles ever since John Dewey challenged the traditional methods of teaching more than half a century ago. Many earlier educators including Froebel, Pestellozi, Rousseau, and Plato also emphasized experience. Just as Dewey clarified understanding of the nature of the thinking process by showing that thinking originates in a problem situation and results in action and evaluation of the action, he also clarified the understanding of experience. He insisted that the complete experience included purposing, planning, acting, and evaluating. Thinking about the experience, relating it to past experiences, and interpreting its significance for future experiences are as much a part of the complete experience as the action itself. (61)

Providing for professional laboratory experiences in the pre-service education of teachers is certainly not a recent innovation. From the very beginning of teacher education the records show an increased use of actual schools for the professional experience. Names given to schools, used by student teachers, have varied according to their purposes. In the early days of teacher education in the United States they were named "model schools." Down through the years such terms as "practice schools, "

"training schools," "demonstration schools," "experimental schools," "campus schools," and more recently "laboratory schools" have been rather commonly accepted.

Those who are engaged in teacher education know that professional laboratory experiences refer to all those contacts with children, youth, and adults (through observation, participation and teaching) which made a direct contribution to the understanding of individuals and their guidance in the teaching learning process. (25)

During the past few years professional laboratory experiences have been expanded to become more and more important in the realm of teacher education. This necessary expansion of direct experiences in teacher education resulted first in a radical reorganization of the supervised teaching program. The "one-hour-a-day" spent in the laboratory school and crowded into a busy college schedule provided neither the involvement nor the aspect of realism. It was when colleges began assigning students to the schools for a full day that students became conscious of the fact that teachers direct activity clubs, conduct homerooms, supervise study halls, participate in faculty planning committees, work with individual pupils and parents, as well as hosts of other school-related activities. With the expansion of student teaching, college staffs sought other methods by which they could directly involve students in real community activities, in dealing with boys and girls, as well as responsible participation in the life of the college.

During the last quarter century there has been an increased awareness on the part of most members of the teaching profession of the need for better and more realistic facilities in training potential teachers.

Since the original "normal" schools, for teacher training, educators have been striving toward the establishment of a system which would offer a prospective teacher the fullest opportunity to observe and be actively engaged in one of the most essential phases of teaching--that of working with children.

Michigan State University, like many other institutions of higher learning throughout the country, has always been very much aware of this problem and has made several significant changes in the type of laboratory experiences offered to those in training for the teacher profession. By virtue of the fact that Michigan State University started as an Agricultural College, the problem of training agricultural teachers arose as early as 1910. Undoubtedly this is a contributing factor toward the early strides forward as can be seen in the history of the Michigan State University student teaching program.

Needless to say, many groups and individuals have contributed much to the advancement of this phase of the process of training teachers, but it might well be said that the student teaching program under consideration in this study can be attributed largely to the foresight, planning, and dreaming of one man--Dr. Clifford E. Erickson, Dean of the College of Education of Michigan State University. With great knowledge and deep understanding, Dean Erickson met the tremendous need for more professional laboratory facilities with the establishment of the resident student teaching centers throughout the state of Michigan. Not only did this change in program offer more schools in which to place student teachers, but it also was his firm belief and conviction that such a program would

enable the Department of Teacher Education to train potential teachers in a manner more in keeping with the present educational needs.

Statement of the Problem

This study was an attempt to ascertain the strengths and weaknesses of Michigan State University's original full-time resident student teaching centers during their first two years of operation in providing laboratory teaching experiences for teacher trainees. Since this type of program was the first of its kind at Michigan State University and is said to have been the first in the nation outside of Teachers College, Columbia University, there were few, if any, established criteria with which to compare it. Therefore, a second intent of this investigation was to obtain, from a sizeable group of college students who had participated in this program during the first two years, criteria which might be used at a later date to assist in the future evaluation of the greatly expanded program of student teaching at Michigan State University. Likewise, supervising teachers were asked to evaluate their experiences as supervising teachers and offer opinions on various phases of the program. Upon analysis this would afford information which would indicate the potential success or failure of the various functioning parts of the full-time resident student teaching program.

More specifically, this study was an attempt to determine the effectiveness of the various phases of this type program of student teaching from the point of view of the student teacher as well as the supervising teacher.

Need for the Study

Reference has been made in a previous section of this chapter to the increased awareness on the part of college administrators of the educational potentialities of an effective full-time resident student teaching program. More and more institutions of higher learning are showing an interest in shifting to a full-time resident program in student teaching. Despite these trends there has been little research in the area of the effectiveness of the different phases which constitute a full-time program in student teaching.

Examination of the available research (reviewed in Chapter II) revealed a substantial accumulation of theory bearing on the idea that direct experience is an effective way of learning, and the value of such experience has been supported in numerous studies. It also reveals that the application of this body of theoretical principles to preserve teacher education was the basis of Standard VI¹ Governing Professional Laboratory Experiences which was adopted by the American Association of Teachers Colleges in 1948. This Standard² has had a marked influence on programs of teacher-education. This influence might well be divided into two major parts:

- (1) Experimental innovations in programs.
- (2) Identification of problems encountered. (43)

¹

See Appendix A for copy of Standard VI.

²

See Chapter III for development and description of Standard VI.

As has happened to many other teacher-training institutions, particularly the larger colleges and universities, Michigan State University found itself operating under the influence of the two major parts of Standard VI of the American Association of Teachers Colleges.

In the beginning, the program in this study was an experimental innovation. The program was of such an experimental nature that contracts between the College of Education of Michigan State University and the participating school systems were set up on a one-year basis. Another indication of experimentation can be seen in the most cautious indoctrination given to the first group of student teachers who took an active part in the program in the fall of 1955. Quite frequently these students were reminded, before and during their experience, that the continuation of such a full-time resident program was greatly dependent upon the success of that particular group.

Since the program was experimental in its origin, it was anticipated that there would be unforeseen as well as anticipated problems in each of the centers. Some of these problems could be expected as a result of differences between towns and their existing public school systems. At the same time other problems would come up which were common to the four centers and their respective public school systems.

More specifically, then, this study developed from a need for determining whether or not the goals of this new-type of program, as established by the university administrators, were being accomplished. Needless to say, the results of this study would be helpful not only in the improvement of the program in the four original centers but also in the

establishment of new centers as need for them arises.

At a time when professional education of teachers is under serious attack by many, teacher training institutions cannot afford to do less than their best to see to it that all aspects of pre-service teacher education are of the highest quality possible. Improving the physical and human facilities in programs of direct experience is one step toward doing the best that is currently known in pre-service teacher education.

Scope of the Study

It was felt that an intensive study of the four original centers through the use of a smaller number of factors would be more meaningful than a study involving comparison between these centers and those of other colleges and universities. This decision was made in view of the fact that there are so many variant philosophies and practices among institutions of higher learning which offer teacher training in the curriculum. For this reason, this study was delimited to the original four centers established by Michigan State University in 1955 in order to assess, insofar as possible, what implications there were for this type of experience and for establishing other centers.

Limitations of the Study

In this, as in any research study, there are certain limitations inherent in the investigator, the situation, and the method of research used. The existence of such limitations is recognized. They are listed as follows:

1. Since the investigator was one of the coordinators of one of the four original centers studied, it is possible that he was too close to the situation to deal with the data in a completely objective manner. At the same time, such an association was advantageous to the greater understanding and more enlightened interpretation of the data collected.

2. By virtue of the fact that the study was made of a single program in four different locations, there were certainly variant philosophies which tended to constitute quite a contrast in some aspects of the program. For example, it was evident that some few factors were acceptable in one center which might not be approved in the other three.

3. The study is a normative survey utilizing the questionnaire and interview. Like any other research technique, the use of the interview and the questionnaire is subject to criticism. For example, interpretations of the response, conditions of the interview, and skill of the interviewer must be considered. In this study, the content of the questionnaire might change with the professional ethics, attitudes, and philosophies of education of each person who returned a questionnaire to the investigator.

History of the Michigan State University Program of Student Teaching

As mentioned earlier in this section, provisions for laboratory experiences in the pre-service education of teachers is not a recent innovation. From its earliest beginnings, a distinctive feature of teacher education has been the use of an actual school for such experiences.

Even though Michigan State University was founded in 1855, the early records³ reveal that it was not until early 1900 that there appeared to be a move toward professional laboratory experiences for potential teachers. As there is a distinctive lack of comprehensive records on the history of the Michigan State University student teaching program, the available facts are summarized here briefly in outline form.

December 19, 1917 - Student Teaching was established for Vocational Agriculture and Home Economics teachers in training at the University which was then the Michigan Agricultural College. This program was established to fulfill the requirements of the Smith-Hughes Bill.

September, 1920 - Miss Josephine Hart was appointed as a critic teacher in Home Economics.

September, 1921 - Mr. Banson A. Walpole was appointed as a critic teacher in Agriculture.

October, 1921 - Miss Emma Garrison was added to the Home Economics staff as a critic teacher.

March 19, 1924 - The Department of Education was authorized to include Teacher Training in order that one, two, and four year courses might be offered. The one-year course was offered in addition to teaching in the liberal arts.

1925 - The Department of Education was authorized to employ four critic teachers in the East Lansing school system

³ Recorded minutes of official Board of Agriculture meetings.

for the following year. In this program the four teachers were selected and paid jointly by the University and the East Lansing school system.

May, 1925 - At this time the first critic teacher was placed in the Okemos school system to serve in the Home Economics Department. Also at this time, the school systems of Lansing and Haslett were added to the family of co-operating schools providing professional laboratory experiences in Vocational Agriculture and Home Economics.

1935 - During this year negotiations broke down with the East Lansing school system and student teachers were taken out of the system. As a replacement for this source of Vocational Agricultural experience, agreements were made to place students in the Williamston school system.

1937 - At this time there was an innovation in the Michigan State student teaching program. Under the direction of Dr. Guy Hill, Director of Student Teaching, the Barry County student teaching program was put into operation. This project was made up of the Woodland, Freeport, Hastings, Middleville, Delton, and Hickory Corners school systems.

This was an innovation in that it had several firsts for Michigan State: It was the first program from the campus in which the participating students lived in the community and did full-time student teaching in science and arts. It was also the first time that a student teacher did not carry

any college course work on the campus in a given term; but instead Dr. Hill went to the center and taught six hours a week to this combined group of student teachers.

In the spring of 1938 the Barry County project was disbanded.

1939 - This year saw the Department of Education placing Science and Arts student teachers in the East Lansing school system as well as in the Williamston, Mason, and Okemos school systems. It is shown in the official college records that 1939 marks the beginning of transportation being furnished by the college for those students taking their work in school systems not in the immediate vicinity of the college.

1946-1954 - An experimental full-time resident student teaching program was established in the Marshall school systems under the direction of Dr. Troy Stearns. This program was open to elementary school majors and operated each fall term during the above years with the exception of 1948. Here again the participating students, as well as the director of the program, lived in the community during the quarter of student teaching.

1948-1949 - The Weyland and Battle Creek school systems were added to the ever increasing number of school systems co-operating with Michigan State College in its expanding program of student teaching.

1950-1954 - The student teaching program at Michigan State College was under the direction of Dr. Carl Gross and Dr. Troy Stearns. The program consisted of the "half-day type" of student teaching in as many school systems as could be arranged within a reasonable distance of the college campus. Because of the tremendous increase in enrollment in teacher training, many public school systems were used in order to fulfill the existing need for facilities.

1954 - In the fall of this year Dr. William V. Hicks was appointed acting director of student teaching. This year was very similar to the preceding three in that many public school systems were contracted to help meet the needs for student teaching placements. Even during this four year period, students were allowed to take full-time student teaching in approved systems which were located beyond that distance to which student teachers were being transported by bus. These students were supervised somewhat less frequently by members of the teacher education staff of the College of Education.

It was during the fall and winter of 1954 that the concept of full-time resident student teaching centers (with co-ordinators in local residence) actually began to take shape. During the latter part of this year the program advanced from the drawing board stage to the planning stage.

1955 - A dual type program of student teaching was in operation in the Department of Teacher Education in the College of Education at Michigan State University. During this year many student teachers were taking their professional laboratory experiences on the half-day basis in public school systems located relatively near the university campus. At the same time some students (strictly on a voluntary basis) were taking professional laboratory experiences in one of the four newly established full-time resident student teaching centers: namely - Battle Creek, Birmingham, Grand Rapids, or Southwestern Michigan (made up of the Niles, Buchanan, and Dowagiac school systems).

Genesis of the Michigan State University Full-Time Resident Student Teaching Program

As stated in the previous section, the present full-time resident student teaching program could be described as the fulfillment of Dean Erickson's visionary thinking. Not only was he most insistent that such a program stem from the College of Education at Michigan State University, but also many staff members were much aware of the need of an improved program of professional laboratory experiences. This fact can be seen in the appointment of a Secondary School Teaching Committee whose duties were to study the problem and make appropriate recommendations to the Dean of the College of Education. The committee members were appointed by Dr. John Hannah, President of Michigan State University, and were representatives from all the various colleges having to do with the

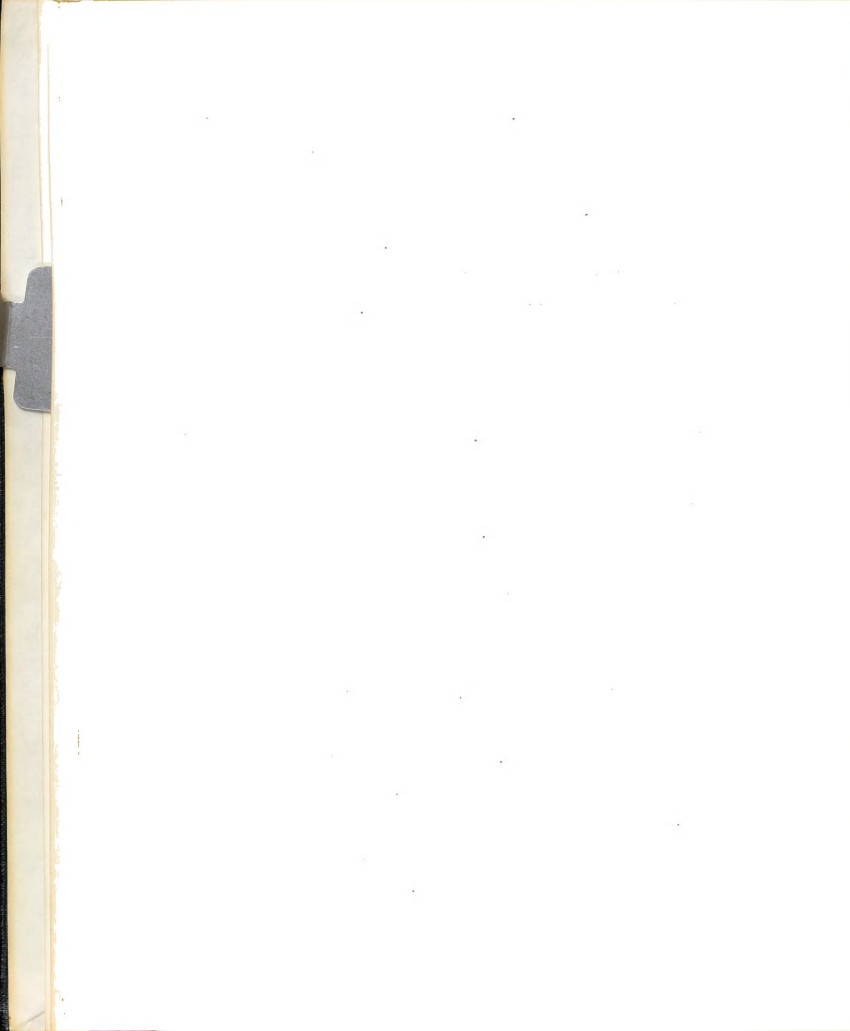


training of secondary teachers. This committee recommended the full-time resident student teaching program to Dean Erickson, who in turn recommended it to President Hannah and the State Board of Agriculture where it was approved. After being approved, the program was put into effect on a voluntary basis in September, 1955. By September, 1956, the full-time resident student teaching program was a requirement of all education majors at Michigan State University.

As indicated in Chapter II, the history of the Michigan State University Program of Student Teaching, the present program was not started without rather extensive experimentation in this type of professional laboratory experiences. Many institutions of higher learning were experimenting with this seemingly new concept in the training of teachers, just as Michigan State did in 1937 and 1938 with its Barry County program of student teaching.

Although the Barry County program offered many ideas upon which to start the present program (since there were problems of a similar nature in both programs), it has been said that the program of full-time resident student teaching at Michigan State University had its birth in the Marshall Plan in the fall of 1946. It is the firm belief of the investigator that the above statement is true because of the many similarities of the two programs. Even with such similarities there were also variant factors in the two programs. Some of these were:

1. The Marshall Plan was a cooperative venture of the Kellogg Foundation of Battle Creek, Michigan, the town of Marshall and Michigan State University. The general purpose



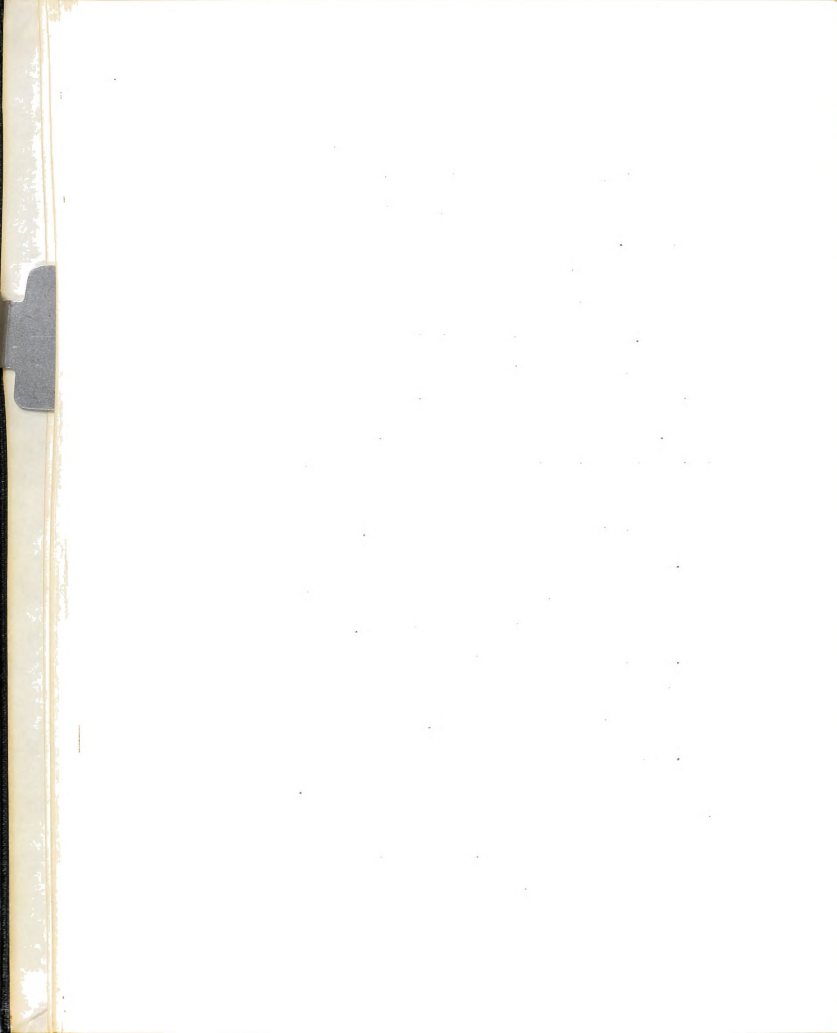
of the plan at first was to help prospective teachers become aware of how a community functions in day-to-day activities, how it plans for the future and how the interrelatedness of the school to the society it serves affects both. (26)

It is quite evident that the Marshall Plan started more on an "experimental note" than did the program of this study. This can be seen particularly in the cooperativeness of the university, the town, and an outside foundation to organize and maintain such a program. The present program is supported, in total, by Michigan State University and is worked on a contractual agreement between the university and public school systems which can qualify to maintain such a program.

2. The Marshall Plan was only for selected elementary education majors, whereas the present program is open to all students enrolled in teacher education.

3. In the Marshall Plan six quarter hours credit was taken in addition to Student Teaching as compared to three quarter hours in the present program.

4. It would seem to the investigator that the Marshall program was more structured than the present program. In view of the fact that the participating students were selected and that the one town, as a whole, was so greatly involved in this program, many factors could have been



controlled in this situation which cannot be in the present program. The all-important factor of realism appears to be more predominant in the present full-time resident program than it was in the Marshall program.

5. Another significant difference in the two can be found in the fact that the University now offers no remuneration to the school system or the supervising teacher as it did in the Marshall plan.

One of the most striking similarities of the two programs can be found stated in the purposes of each program. As expressed by 155 former elementary education majors in the Marshall Plan, the major purposes of that program were not student teaching, not community study, but realistic living in a community and working with children and adults in a total community situation. (63) The purpose of the present full-time resident student teaching program, as expressed by Dr. William V. Hicks, is to provide future teachers with realistic experiences and to furnish them with as many opportunities as possible to view the complete job of teaching. The student teacher learns the work of a teacher (outside the classroom as well as inside) by actually living the life of a teacher.

In establishing the present program, one factor was recognized in the planning stage and has been constantly kept in mind since the very beginning. This particular factor deals with the inherent differences which exist in the various cities or towns and the school systems therein.



In order to make the professional laboratory experience a more realistic one, the philosophy of adapting the over-all program to the particular location and its public school system has been established and maintained inasmuch as is possible and feasible. Each co-ordinator has been granted much freedom in achieving the over-all goal of the program in his particular center.

As has been previously stated, the present full-time resident student teaching program began in the fall quarter of 1955. The program consisted of resident centers in Battle Creek, Birmingham, Grand Rapids, and Southwestern Michigan (composed of Buchanan, Dowagiac and Niles). During the academic year 1955-56 the four centers functioned along with the regular half-day program in the systems located within driving distance of the campus. During the first year students were given a choice of taking student teaching in one of the resident centers or the regular half-day program which had been in effect since 1939. It is interesting to note that the full-time resident program had its beginning only one year after the establishment of the College of Education within the organizational structure of the University.

By the fall of 1956 the full-time resident student teaching program had been tried and declared so successful that it was required that all teacher education majors take their professional laboratory experience in a full-time resident center. In order to keep pace with the ever-increasing enrollments, many other resident centers were opened throughout the state of Michigan.

Definition of Terms

There are certain terms to which frequent reference will be made throughout this study. As there seems to be considerable confusion among educators over the meaning of some terms related to the professional laboratory experiences of potential teachers, it seems necessary to clarify their meaning and usage with respect to this study.

Professional Laboratory Experiences: For the purpose of the study, this includes all those organized and directed contacts with children, youth, and adults (through observation, participation, and teaching) which make a direct contribution to an understanding of individuals and their guidance in the teaching-learning process. (38)

Student Teaching: This term refers to the period of guided or supervised teaching when the student assumes responsibility for the work with a given group of learners for a given length of time.

Student Teacher: This term refers to the individual teacher-candidate or trainee who actively participates in a program of student teaching.

Campus School: This term refers to a school which is administered and/or staffed by the college or university and over which the college or university maintains legal authority.

Demonstration School: This term refers to basically the same type school as a campus school except that it might well be located off the campus and be serving more in the capacity of a public school but has been designated to be used for purposes of demonstration teaching.

Off-campus Center: This term refers to a school system in the state of Michigan which has joined with Michigan State University by contractual agreement to have student teachers in its schools.

Co-operating Schools; This term refers to the individual schools within the respective systems which make up the off-campus center.

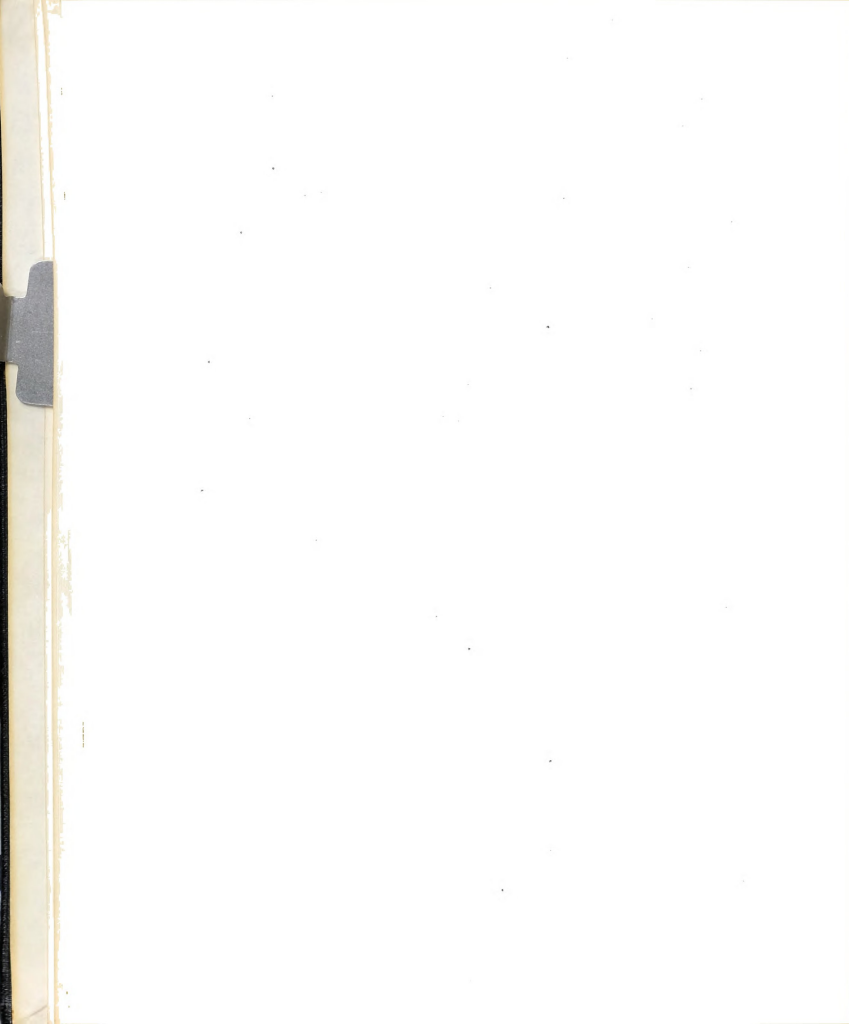
Supervising Teacher: This term refers to a regular teacher on the staff of the public school system in whose class or classes the student teacher is assigned to work. This person is granted certain university staff privileges such as use of the Michigan State University library.

Full-time Resident Student Teaching: This term refers to the program of professional laboratory experiences in which the participating student works full days in his assignment and maintains residence in the community during the quarter in which he is doing his student teaching.

Resident College Co-ordinator: This term refers to that person, appointed either by the university or jointly by the university and the participating school, to maintain residence in the center and direct the activities of the student teaching center. The co-ordinator is the liaison person in this entire program.

Organization of the Study

In order that this thesis may have more continuity, it has been divided into seven chapters. Chapter I deals with the general nature of the problem, the need for the study, the scope of the study, its limitations, the history of the Michigan State University program of student teaching, the genesis of the Michigan State University full-time resident student teaching program, and the definition of terms as used



in the student teaching program being studied. Chapter II offers a functional description of the Michigan State University full-time resident student teaching program. Chapter III includes a revue of the pertinent literature on the development of professional laboratory experiences. Chapter IV offers a detailed account of the methodology used in developing the two questionnaires and procedures used in this particular study. Chapter V covers the presentation and interpretation of the data on the supervising teacher in the program under study. Chapter VI gives the presentation and interpretation of the data from student teachers in the program. Chapter VII consists of a summary of the study, presentation of conclusions and suggestions for possible future research.

CHAPTER II

FUNCTIONAL DESCRIPTION OF THE MICHIGAN STATE UNIVERSITY FULL-TIME RESIDENT STUDENT TEACHING PROGRAM

In order that the study be more meaningful, it would seem advisable to include at this point a brief description of the functional part of the program under study.

Undoubtedly there are several factors that enter into the increased use of public schools in teacher education. One of these is the limited capacity of laboratory schools. As greater numbers enter teacher education there is not room for them to participate in all the various school activities. A second factor is the increase in the amount of direct experience in the teacher-education program. As Michigan State University does not operate a campus school, overcrowdedness had become a tremendous problem in the placement of student teachers in public school situations which are located within reasonable driving distance of the campus. Likewise the "half-day program" does not afford ample time for the student teacher to participate in many of the normal activities of an average public school situation. These were the major contributing factors which caused the formulation of the four resident centers in this study.

Basic Principles of the Michigan State University Program

As is true in the establishment of any new program, the Michigan State University Full-Time Resident Program had basic principles upon which it



was founded and upon which it continues to operate. (36)

1. Recognize that the student teacher must be well prepared in the subjects he is teaching.
2. Emphasize the study of the whole child in his total environment.
3. Give prestige to the methodology of teaching.
4. Stress individual needs of the student teacher rather than rigid mass requirements.
5. Provide situations in which the student can find his own strengths and weaknesses, his own competencies and inadequacies.
6. Provide an atmosphere for self-criticism on the part of the student teacher.
7. Provide the privilege of experimenting with techniques and materials that the supervising teacher may not have tried.
8. Provide excellent supervision and guidance for student teachers. This is accomplished through the efforts of the following people: the resident student teaching co-ordinator, the supervising teacher, the school principal, the director of elementary or secondary education in the co-operating school system, the director of audio-visual aids, special consultants in the system, the superintendent, and subject-matter specialists from the college.
9. Assign only one student teacher at a time to a supervising teacher.
10. Provide a wide variety of experiences for student teachers.
11. Provide orientation and visitation to schools prior to the actual student teaching experience.

12. Emphasize community study and the importance of school-community resources and relationships.

13. Provide directed opportunities for long-term planning in teaching.

14. Make extended provisions for student teachers to understand and to be of service in meeting the needs of children.

15. Provide supervision and help to student teachers in meeting problems of class management and pupil behavior.

16. Provide favorable conditions and opportunities to meet parents and work with them.

17. Recognize no single best technique of teaching.

18. Give supervised practice in evaluating the work of pupils.

In describing the functions of such a program, it is necessary to understand how a school becomes a cooperating school. It is generally thought that the original impetus for incorporating the public schools into the teacher-education program has come largely from the colleges. Although this is true, to a certain extent, the impetus has not been entirely that of the college. Some of the public school superintendents and principals have argued for some time that they would like to play a more important role in the preparation of the future teachers.

While each college determines the qualities it hopes to find in its cooperating schools and teachers, certain broad elements can be found included in most standards. For example, there would be certain competencies among teachers, such as: (1) ability to exemplify good teaching; (2) ability to provide appropriate guidance for student teachers;

(3) ability to maintain good working relations in the school and the community; (4) ability to maintain good professional attitudes; (5) a true and sincere interest in being a supervising teacher. Other factors pertaining directly to the school, such as: (1) a sufficiently large program of instruction; (2) an adequate out-of-school practice activity; (3) adequacy of the facilities for conducting a comprehensive instructional program; (4) interest of local administrators and boards of education or trustees in cooperating in the teacher-training program. A third factor, which is of utmost importance if one part of the basic principles is to be achieved, is the acceptance and enthusiasm of the entire community in which the student teachers will be acquiring their professional laboratory experience.

Michigan State University found itself, in the beginning of this program, in that type of situation in which several school systems requested that the university establish centers within their school and community. Needless to say, it is most advantageous to have been invited into such a situation.

Events Pertaining to the Student Teaching Experience Prior to Classroom Work

As the genesis of the program has been given in a previous section, the investigator will attempt to give a brief summation of the events prior to and during the experience of a Michigan State University student who enters into the program as described in this study.

The study revealed that much time and effort goes into preparing a student teacher for entry into this phase of training. This period of

preparation extends back into his methods courses which might come several quarters prior to the time in which he takes student teaching. Quite frequently during these courses students who have recently completed student teaching are invited in to describe their experiences and answer questions concerning the different phases and expectations of the full-time student teaching program.

The real chain-of-events starts at least one quarter prior to the time in which he hopes to take his student teaching. All potential student teachers are summoned to the office of teacher education where they are interviewed and given several forms¹ to complete by a given date in order that the office might start processing their application for student teaching.

The student's record is checked by the student teaching office for scholastic eligibility. He must have at least an all-college average of "C" before he can sign up for student teaching. Students are also screened on other pertinent factors.

The prospective student teacher is given three choices with regard to the locality in which he would prefer to take his student teaching. Upon the receipt of this form the office begins its task of attempting to place the student in the center of his first choice. If this is impossible, for any of several reasons, the student is called in and asked whether his second choice is satisfactory or whether he prefers another first choice.

¹

See Appendix B for these various forms used prior to student teaching.

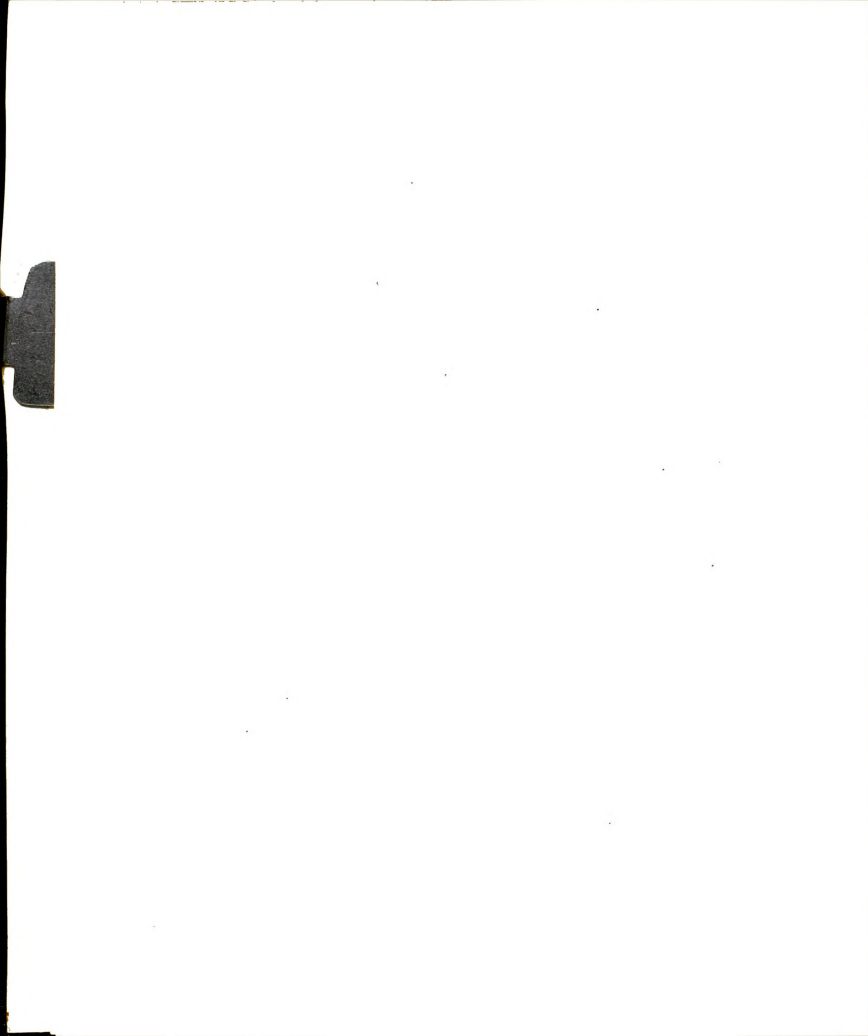


After tentative placement is established in the office on campus, lists are forwarded to the resident co-ordinators to determine whether or not they can place these people in their centers.

Upon the receipt of these tentative lists, usually six or eight weeks prior to the beginning of the quarter, the resident co-ordinator studies the various requests and proceeds to seek out the chief "contact person" in his center. In some cases this will be the superintendent, the director of elementary or secondary education, or perhaps the principal of each building within the system. At this point tentative placements are agreed upon jointly by the local representatives in charge and the representative from the campus (the resident college co-ordinator). After checking to see that there are sufficient supervising teachers who have volunteered their services in the areas requested, the resident co-ordinator will officially accept the listing sent to him earlier.

At this point there are dual events taking place. The office of student teaching proceeds to notify the student teacher that he has been placed in a certain center and also sends to him a form requesting preference as to the type of housing he would prefer in the center. This form is to be sent to the resident co-ordinator by the student teacher. At the same time the campus office sends the resident co-ordinator the completed student personnel form on each student who has been officially placed in his center.

Upon receiving these two forms the resident co-ordinator is relatively certain that the student teacher will be in his center the following



quarter and proceeds to make the necessary plans for the complete placement of that student. In an attempt to acquire the greatest amount of information possible on each prospective student teacher, the co-ordinator travels to the campus for an interview with each student before the final placement is decided upon.

After further thought and discussion with the local public school administrators, the placement is established and the student personnel forms are distributed among those teachers who will be serving as supervising teachers during the coming quarter. As a rule, one or more meetings are held between the resident co-ordinator and the supervising teachers to discuss the functions of the program and answer any questions that those involved might have.

Now that the placements are official and the potential supervising teachers have been indoctrinated, the resident co-ordinator turns his attention toward the location of suitable housing for the in-coming group of student teachers. This process must be completed, if possible, before the students arrive for their day of visitation and orientation.

The visitation-orientation day is an important one in that it does much for the student and also for those participants within the receiving school system. A brief outline of one of these orientation meetings is given below in the tentative program: (36)

Student teachers are taken to the school system by chartered bus; they are accompanied by a faculty member from the Student Teaching Office. Arrival time is generally 10:00 A.M. The meeting is held in some central location in the school district, for the most part at the Board of Education offices.



10:00 A.M. Get-acquainted period.

10:30 A.M. Welcome to student teachers by the superintendent or by someone designated by him. Welcome by resident student teaching co-ordinator. Discussion period at this time serves to acquaint students with the school system. What are the schools like? How large are they? How many schools are there in the system? What kinds and types of special services are provided teachers in these schools? What kind of community is this? This is generally a time when students can ask questions of principals and other school administrators.

11:30 A.M. Student teachers are met by the principal of the school of their assignment and by the supervising teacher with whom they will be working. The student teacher and supervising teacher have lunch together. Sometimes they are joined by the principal and other administrators.

1:00 P.M. Student sits in the class of his supervising teacher.

3:00 P.M. Back to the central meeting place to discuss housing possibilities, and visit these places if time permits. What time remains is spent in asking and answering questions.

4:00 P.M. Students begin the return trip to campus.

Naturally, the schedule of events is not identical in all four centers but basically the above activities are included, in one form or another, in each of the visitation-orientation days.

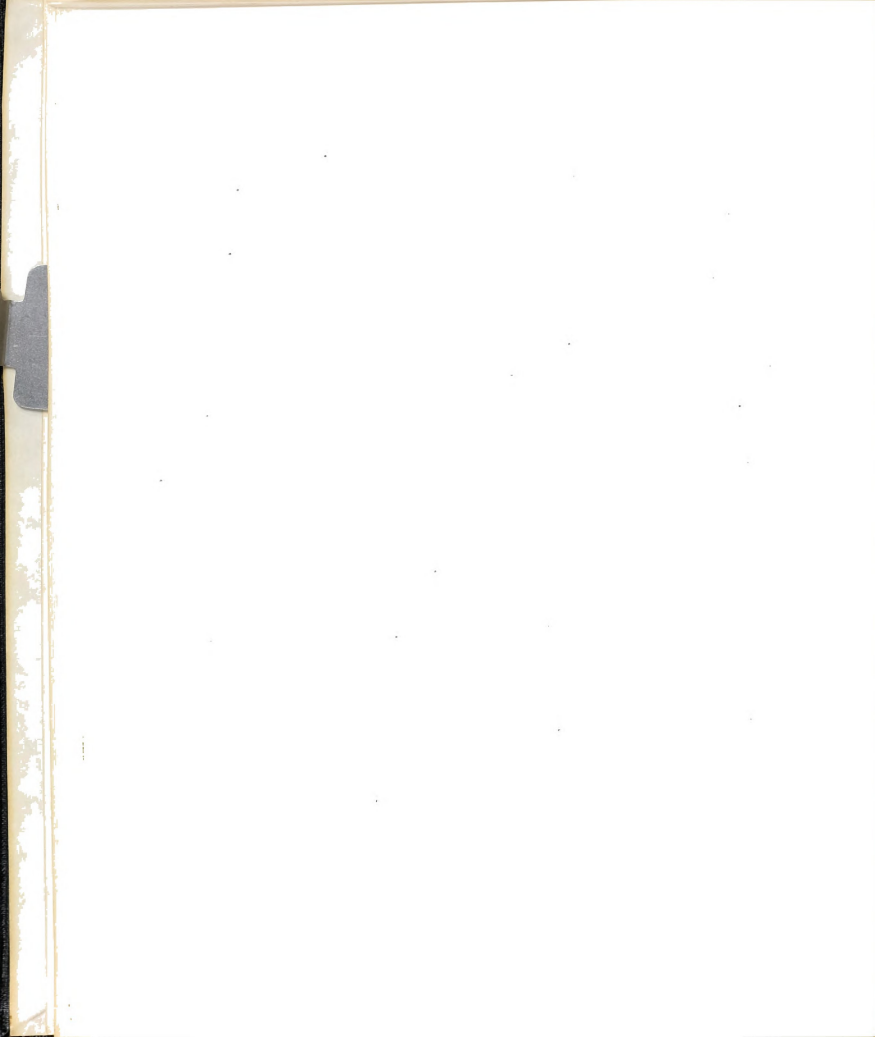
In the above outline it was pointed out that the available housing is presented to the student teacher on the visitation-orientation day.



A portion of the function of the resident co-ordinator is that of helping student teachers find suitable housing in the community. The study revealed that students live in private rooms as well as apartments. Here again, the difference in the type of housing in a center is highly dependent on the policy established by the local Board of Education. For example, in one of the four centers, student teachers were not allowed to rent apartments just as the first year teachers were not allowed to rent apartments in that system. Irrespective of the type of housing involved, it was found that the resident co-ordinators are not in the renting business. In every case the available housing was offered to the students, and it then became their own responsibility to choose that which they desired just as long as it was approved by the college resident co-ordinator. By the same token it was the total responsibility of the student teacher to contract for the housing (with the local owner) and to pay all the necessary costs for said room or apartment. Whenever possible the final arrangements for housing were completed while the student teacher was in the community on his visitation-orientation day. If this was possible, the student teacher was strongly encouraged to return to the center on a weekend college holiday to conclude these transactions prior to his arrival for student teaching.

Events During the Actual Student Teaching Experience

As the potential student teacher has applied for student teaching, been accepted, placed in one of the centers, participated in the visitation-orientation day, and made the final arrangements for his housing, he is



now ready to begin his student teaching which starts at the beginning of each college quarter and runs for an average of eleven weeks thereafter.

On the first day of school the student teacher presents himself to his supervising teacher (whom he has previously met) and begins the actual experience of student teaching.

The study revealed that there is a systematic process involved in the formulation of a teaching schedule for the student teacher. During the first few days the student teacher is involved only in "active observation." Under this classification the student is encouraged to assist the supervising teacher in all phases of the classroom activity with the exception of formalized class direction. During this period of time the student can learn to know as many children and their habits as possible as well as the standard procedures carried out by the supervising teacher. The program does not stipulate any specified time that the student teacher must begin his teaching, but instead leaves this up to the joint discretion of the student and supervising teacher. When the supervising teacher feels that the student teacher is sufficiently familiar with the students and the physical situation, the student teacher is allowed to start actual teaching.

In the beginning the student teacher picks up only one subject or area and teaches that a few days, participating in "active observation" the remainder of each day. Again, upon the approval of the supervising teacher, the student teacher picks up a second class or subject. This process continues gradually until the student teacher has acquired a



"full-load" consisting of taking over the entire responsibility carried by the supervising teacher for a minimum of one consecutive school week. On the secondary level the "full-load" is reached when the student teacher has each period of the school-day filled with classwork (with the exception of one hour a day to be free for conference or planning). In this program all efforts are made to discourage the secondary student teacher from having a schedule which calls for more than three outside class preparations a day during the minimum of three consecutive school weeks during which he teaches a full load.

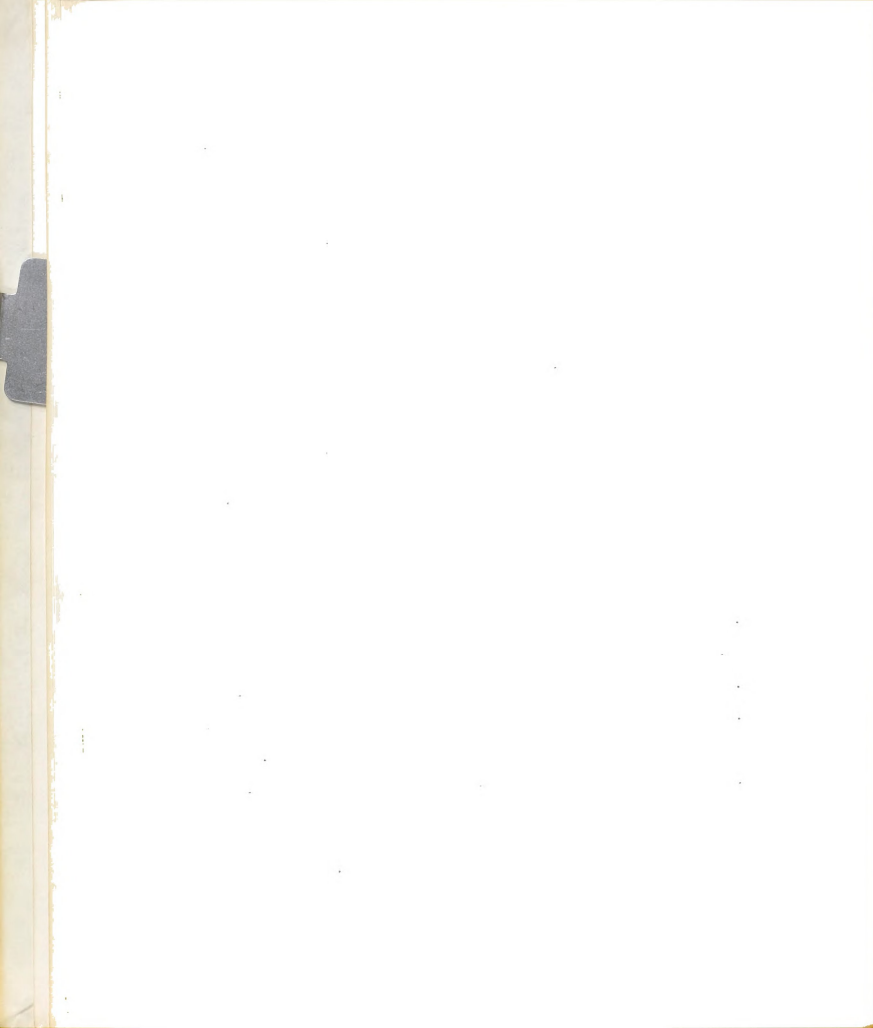
At the end of the "full-load" time the student drops his teaching load gradually (usually in the same order in which he has picked them up) and keeps one week open at the end of the quarter which is set aside² for concentrated observation of other teachers in other subject areas.

What are some of the responsibilities of the student teacher during his stay in the center? The answer can be found in a list compiled by the staff in the Office of Student Teaching:

1. He should know himself and his own purpose in relation to teaching.
2. He should know the purposes of the student teaching program.
3. He must maintain good human relations at all times with teacher, pupils, the school principal, the administration, and the parents.
4. He must dress like a teacher -- not like a college student.

²

See Appendix C for Evaluation Forms used in the program.



5. He should conduct his life outside the classroom in an orderly, planned, and socially mature manner.

6. He should know his school: the supervising teacher, the school principal, faculty, school policies, instructional materials and resources, and school schedules.

7. He should know the pupils -- he needs an adequate background in child psychology and in human growth and development; he needs to understand the techniques of case study; he must quickly learn to know his pupils.

8. He must maintain high standards of speech: enunciation and pronunciation; effective English grammar and vocabulary.

9. He should know what school consultants are for and how to use these services in teaching.

10. He should attend faculty meetings, P.T.A. meetings, and other professional meetings in the school system.

11. He should be willing to help whenever and wherever he might be needed throughout the school.

12. He should take some part in community life such as church activities, community choir, Boy Scouts, etc.

13. He should know and use the professional library.

14. He should seek regular evaluation of his work.

15. He should report to school on time everyday and remain as long or longer than his supervising teacher.

16. He should keep his "outside" activities to a minimum during student teaching.

17. He should come prepared with necessary instructional materials.
18. He must do an excellent job in planning for his teaching.
19. He must be prepared to accept criticisms and suggestions.
20. He must have definite objectives and standards in classwork.
21. He should be observant.
22. He must be considerate and appreciative of the supervising teachers' philosophy and method.

As has been implied in the preceding section, the program in this study offers the student teacher the opportunity to have the full responsibility of planning, executing, and evaluating all of the activities involved in an average classroom situation of a normal school system. The research carried on in this study will attempt to determine, to a certain degree, the extent of success achieved in each of these phases of student teaching.

Along with the above schedule the student teacher carries a three hour college course which is conducted by the resident co-ordinator. This course is entitled "School and Community" and is utilized in the intensive study of the community and its effect on the policies and procedures of the respective school system. Likewise, some time is spent in discussing problems facing the student teacher in his day-to-day activities. It was found that the time spent in this course varies from one center to another, in that it runs from one half-day to a full day each week, depending upon the amount of time spent in various activities.



Duties of the Resident Student Teaching Co-ordinator

Needless to say, the two key people involved in this program of supervising student teachers are the public school supervising teacher and the resident student teaching co-ordinator. As space will be given to the qualifications and requirements of the supervising teacher in a later chapter, it will not be dealt with here. The student teacher is directly responsible to the resident co-ordinator as a representative of the university. Among others, the resident co-ordinator's duties include:

1. Providing helpful supervision including suggested means for developing the student's personal and professional competencies.
2. Arranging for conferences with the student teacher and the supervising teacher, individually and collectively.
3. Making provisions for the student teacher to become orientated to the school as a whole, as quickly as possible.
4. Insofar as possible, seeing to it that good working relationships exist between the student teacher and members of the public school system.
5. Interpreting the college teacher education program to the supervising teacher and the local school administrators.
6. Conducting a weekly seminar with the student teachers.
7. Observing the student teachers in various phases of their professional laboratory experience and make recommendations for improvement to them and the supervising teachers.
8. Directing a student teacher's work for additional college credit when it is needed for graduation.



9. In cooperation with the supervising teacher, evaluating the student's progress during his student teaching experience.
10. Offering assistance in placement procedures in a regular teaching position.
11. Serving as a liaison person between the student teacher and the supervising teacher and any other person or persons with whom the student comes in contact in the system.
12. Helping promote the program in the community through participation in community activities such as P.T.A., Civic organizations and Religious organizations.
13. Assisting in the planning and the supervision of group social functions among the student teachers.
14. Participating in meetings, workshops, and conferences sponsored by the college to describe and discuss problems pertinent to the over-all program and to each center.

The Role of the Public School Staff Members in the Program

As has been mentioned previously, the teacher who serves as the supervising teacher is designated as one of the key persons in the program. Although this is absolutely true, the program cannot function smoothly without the full cooperation and backing of others in each system. For example, the superintendent and the assistant superintendent add greatly to the success of the program primarily through their outward interest and enthusiasm for it. The director of instruction and/or director of elementary education offers much in the way of moral support to his staff

and also assists the resident co-ordinator in the placement of student teachers and in the solution of many problems inherent to the program.

x The building principal offers supervision and instruction concerning administrative policy to the student teacher. The "teaching specialists" are available for use by the student teacher. The interest and enthusiasm of each and every staff member has an indirect effect upon the student teacher. Even the acceptance or rejection of the building custodian might well have an effect on the mental state of the student teacher.

The In-service Education Funds Involved in the Program

The study revealed that Michigan State University does not offer a direct monetary payment to either the school system or the supervising teacher for participation in the program. The College of Education has developed a rather unique method of supporting in-service education within the system through a student teacher fund. At the beginning of each term the university forwards a check to the school system which is the same as the number of student teachers multiplied by \$25.00. The funds are expended for in-service types of activities for the teachers. The exact expenditure of these funds is done jointly by a representative of the superintendent of the system, the resident co-ordinator, and representatives of the supervising teachers. The following is an example of how some of these funds were used in the four centers:

1. To pay supervising teachers' expenses for attendance at professional meetings.



2. To pay all or a portion of tuition for supervising teachers who may wish to take added university classwork.
3. To purchase professional library books and materials for teacher use.
4. To provide for supervising teacher luncheons, dinners, meetings or conferences.
5. Provide funds for supervising teacher workshops.
6. To pay membership dues to the State and National Association for Student Teaching.

In addition to these in-service education activities for supervising teachers, the College of Education offered services to cooperating schools in several ways: Some of these are

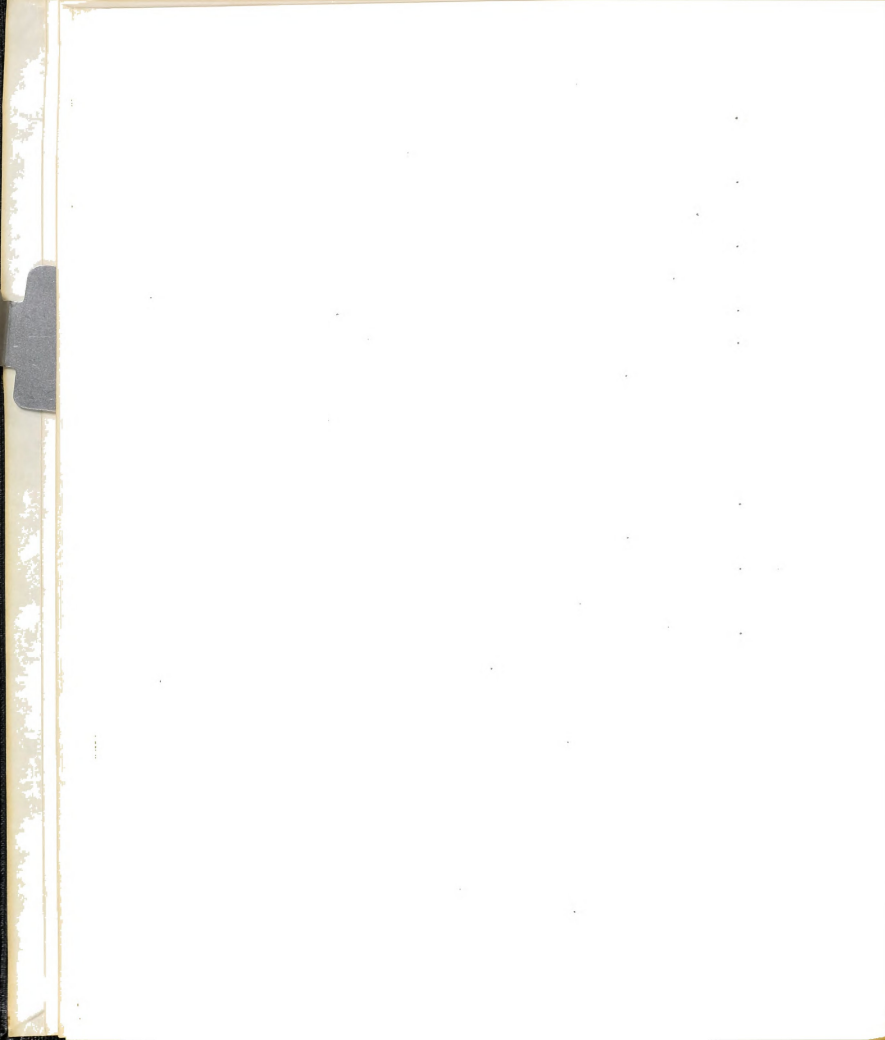
1. Each term the university provides a conference workshop for all supervising teachers.
2. The university is building a professional library in the cooperating school systems.
3. The university provides direct assistance to department heads and to departments whenever requested.³

Summary

As has been indicated throughout this section the over-all pattern in the four different centers was found to be the same, although there were many adaptations to the basic formula which were caused by the

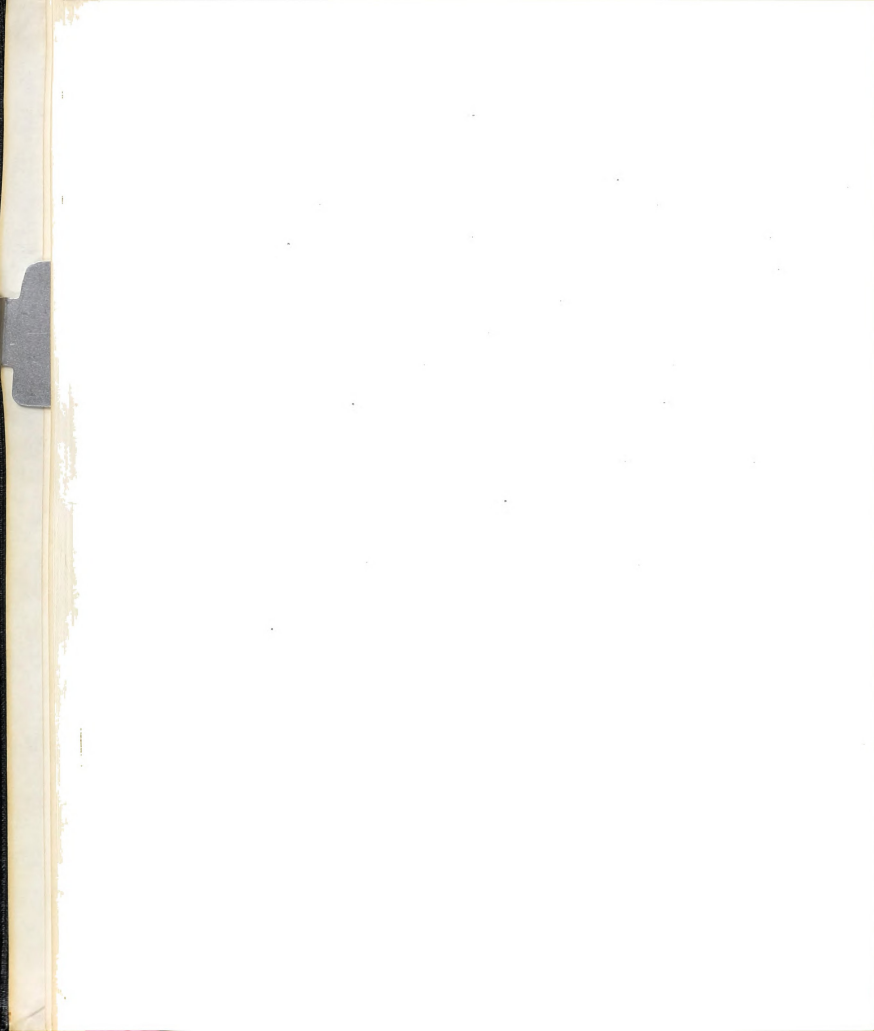
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This information obtained through interviews and written reports in the Office of Student Teaching.



inherent differences within the center. Community and school size would certainly make a difference in the establishment and execution of any program of this kind. For example, the combined school districts of Buchanan, Dowagiac, and Niles can hardly be compared in size and scope with that of either Battle Creek, Birmingham, or Grand Rapids. However, it certainly seems logical that Michigan State University would have started a program in a combined school district center as well as in three large independent school districts since there are many more smaller districts in the state than those which would be large enough to support a full-time resident student teaching program. Likewise, there are some students enrolled in teacher education who would prefer to take their work in a semi-rural district, as that is more nearly the size school in which they plan to teach.

As all school systems are inherently different, it seems most appropriate that the Michigan State University full-time resident student teaching centers should appear so different in some of their functional parts, yet be so similar in their over-all objectives and goals.



CHAPTER III

REVIEW OF THE PERTINENT LITERATURE

Early History of Off-Campus Laboratory Experiences

As student teaching is currently considered one of the most significant parts of a teacher training program, it is advisable to trace, very briefly, the development of teaching as a profession in the United States. The year 1800 will serve as a beginning point for this purpose. At that time the school, open to all, was not in existence. Basic training was acquired in the family and by apprenticeship in the economy. By the year 1800 the Constitution had been adopted and in order to fulfill its purpose universal education became essential. (39)

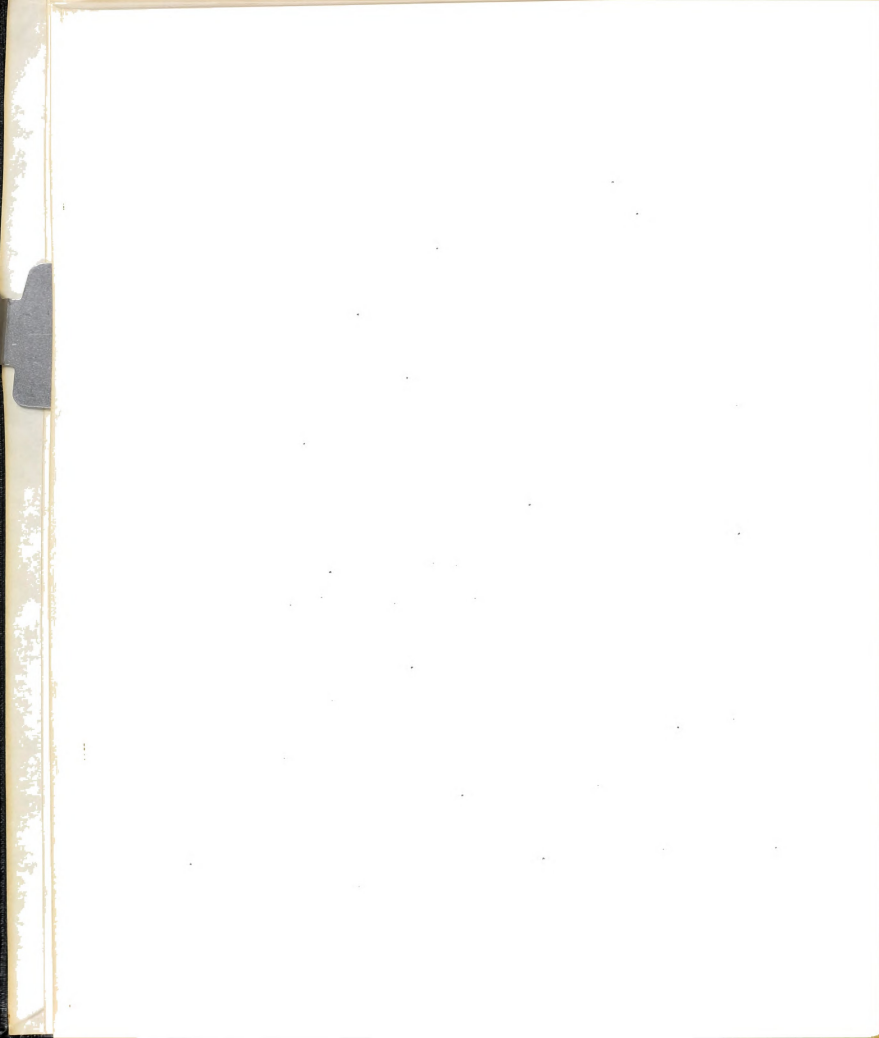
At this time any kind of public education was in its infancy. Teachers were generally second rate, ill paid and with little or no special training. This group of so-called teachers lacked the respect of most everyone including those who were otherwise engaged in meeting the problems of a new society. But there were definitely gems of leadership present among the early schoolmasters. This can be seen through the organization, in the year 1794, of the Society of Associated Teachers in New York City. This society examined persons who wished to teach, and such as they found worthy, they certified to teach. Certification at this time appears to have been practically "the profession."

The following half century witnessed many heated discussions concerning the role of the public schools and the necessary preparation of teachers for them. The relevance of these discussions to our modern scene is striking. There was great unrest concerning the cost of schools as well as who should have control of them.

The earliest public appropriation for teacher training was made in New York State in 1834 to selected private academies. The private schools could not meet the full demands for teachers in the public schools in number or in the specialized training required. After a period of ten years, the experiment was declared a failure and the state turned to an institutional pattern designed solely for teacher education.

In 1839 Massachusetts established the first school for preparing teachers for the common schools. The first normal schools made a feeble start. A \$10,000 gift by a private citizen persuaded the Massachusetts legislature to start a school at Lexington in July, 1839. In 1850 Massachusetts had three normal schools; New York, Connecticut, and Michigan had one each; Rhode Island, New Jersey, Illinois, Minnesota, California, Maine, and Kansas followed by 1865. By 1900 the state supported normal school had spread into most every state, the list numbering 127. The growth of the normal school was a result of the establishment or the revision of the public school system, beginning in the early part of the nineteenth century. (39)

In the beginning of normal schools there was very little in common with existing higher education. The origins of colleges were aristocratic. For many years the normal school led a life of academic isolation, serving



the needs of the common people. A school which admitted students on the basis of their knowledge of the common school studies and held them only for a year or two, at best, could have few concerns related to the higher education of the college or university. This condition was carried on well into the twentieth century.

Normal schools to prepare teachers for the common schools at once raised the question of what the curriculum for these teachers should be. Considering the pioneer state of the American culture at that time, the first-hand study of the needs of the people was the point of departure for making the curriculum. Even today this study is still the central principle. (39)

The early records show that, from the first, the preparation of teachers placed much emphasis on personal qualities which were not written in a formal curriculum. Emphasis on personal growth as distinct from control of academic matter was a natural result of the purposes to be served. Current personnel departments and activities are a projection of this same concern. Personality traits are of great importance for teachers of children. The adjustments between demands for traditional subject matter and the modern theories of personnel work challenge program makers today.

The normal-school pattern swept across the country very rapidly. Before 1900 the Central States began to exercise leadership in the preparation of teachers.

The Commissioner of Education reported (58) in 1898 that public appropriations for normal schools had grown throughout the United States

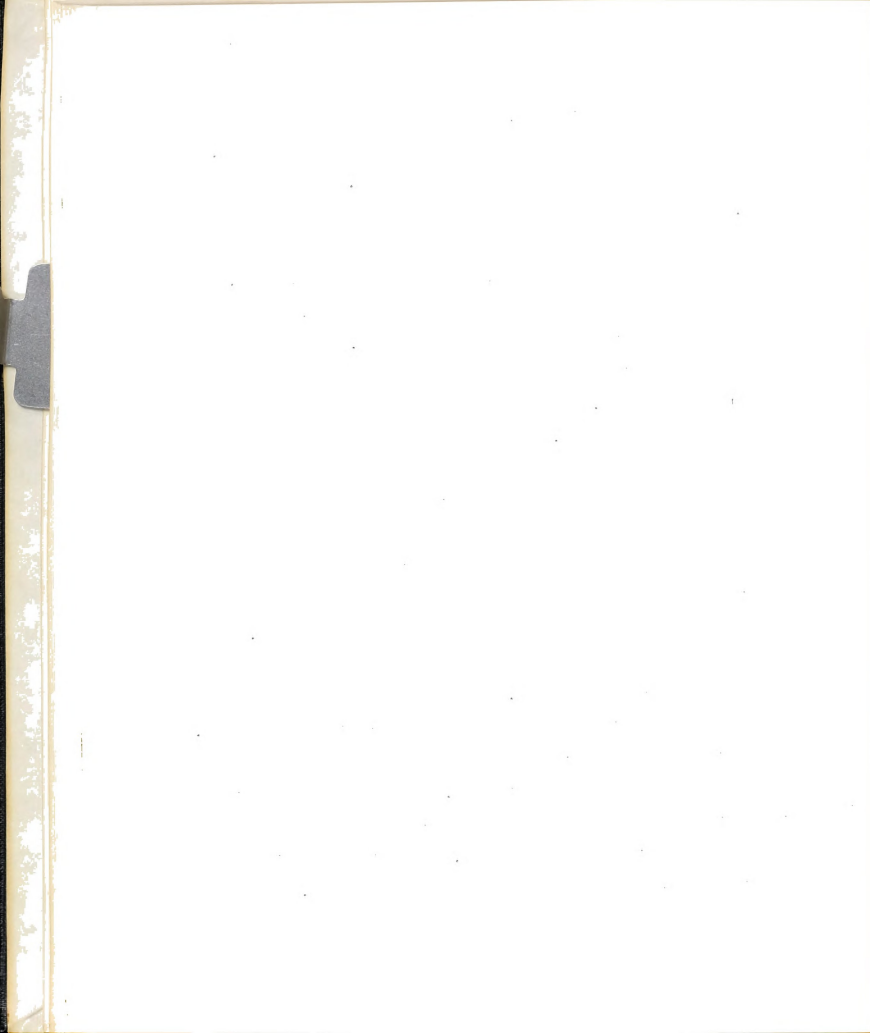


in fifty years from the first \$10,000 gift in Massachusetts to \$2,510,000 for maintenance and operation and to \$560,000 for buildings. In 1898 there were 2,037 teachers and 44,808 students. Graduates totaled 8,948.

At this same time the records reveal that the universities and private colleges were said to have 9,501 students preparing to teach. The normal schools were training mostly elementary teachers, while the colleges were preparing teachers for the high schools. After 1890 the rapidly expanding high school was on its way to becoming a part of the nation's common schools. Consequently, the normal schools then began to prepare high school teachers. (58)

The Influence of Accrediting Organizations on Teacher Education

The history of much of the improvement in teacher education in the United States after 1900 can be seen in the activities of voluntary associations which crossed state borders and gradually included more and more people who were, in any way, connected with teacher education. In these days of easy communication it is difficult to understand the obstacles to communication in 1900. Even within states little was done to promote understanding and cooperation between educational institutions. In 1902 in the Middle West there developed the North Central Association of Normal School Presidents and Principals. This agency for exchanging information regarding the education of teachers for the common schools was the second of its kind in the country. The National Education Association Department of Normal Schools was founded in 1870.



In 1917 the North Central Association of Normal School Presidents and Principals expanded into a national organization. In 1918, under the leadership of institutions from Iowa, Missouri, Michigan, and Ohio, the first regular session of the American Association of Teachers Colleges was held. In 1925 it was determined to disband the Department of Normal Schools of the National Education Association. The American Association of Teachers Colleges became a department of the National Education Association. The institutional leadership for teacher education came to be in one association, national in scope. Its formulation and organization opened the way for constructive action.

The contents of a report made by a committee of the National Council of Education in February, 1922, show how well the foundation had been laid for significant improvement. The committee reached the following conclusions (3):

1. In the opinion of this committee the teachers college movement is a sound one. The normal schools began as secondary schools with a professional purpose. As public education progressed, they advanced to the rank of junior colleges and with the further progress of public education it is perfectly natural that they should develop into professional colleges. This development is in complete harmony with the general advancement of organized education. Moreover, it is a necessity if we are to have a body of trained teachers with a professional attitude toward their work. Especially is it important that



we should have teachers colleges in view of the disposition of teachers in service to continue this education. Thousands of such teachers find the work offered by the teachers colleges during the summer session their greatest single opportunity for academic and professional advancement.

2. The teachers college movement is still in the experimental state. It will take a number of years for them to establish their courses, increase their attendance, and standardize their work on a college basis.
3. The movement should receive encouragement from all friends of public education.
4. The universities should evince a cooperative spirit toward the teachers college movement. In the great work of education there is room and glory for all. The universities will find their resources taxed to the limit to care for those who desire to enter their doors. The universities and the teachers colleges should be colleagues and firm friends in advancing the interests of education within their respective states.
5. The normal schools which advance to the rank of teachers colleges should take the name of college.
6. The teachers colleges should address themselves to the task of standardization. If they are to be colleges in name, they should be colleges in fact. This means that for entrance



requirements, student's load, content of courses, academic preparation of faculty, faculty load, number of weeks teaching a year, et cetera, they should "square" with college standards. Teachers colleges may never hope to have the respect and recognition of the colleges and universities and the public in general until this task of standardization is achieved.

7. And as an aid to this standardization, the committee suggests that a more detailed study be made of the organization and administration of teachers colleges and of the content of the course of study, such report to be made by the present committees or by some other committee authorized for that particular purpose.

The implementation of the recommendation for detailed study was to come from the newly organized American Association of Teachers College. As a medium of communication was recognized as essential, the first yearbook was published in 1922. Among other things, this yearbook contains a discussion on establishing standards for teachers colleges. This report was based on a survey of the actual conditions existing in the normal schools with respect to faculty-student ratio, teaching load, and laboratory schools.

The standards (2) adopted in 1927 defined a teachers college. Among other things, they set standards for admission; for graduation; for the size of the faculty; for preparation of the faculty; for the teaching load of the faculty; for the training school and student teaching; for

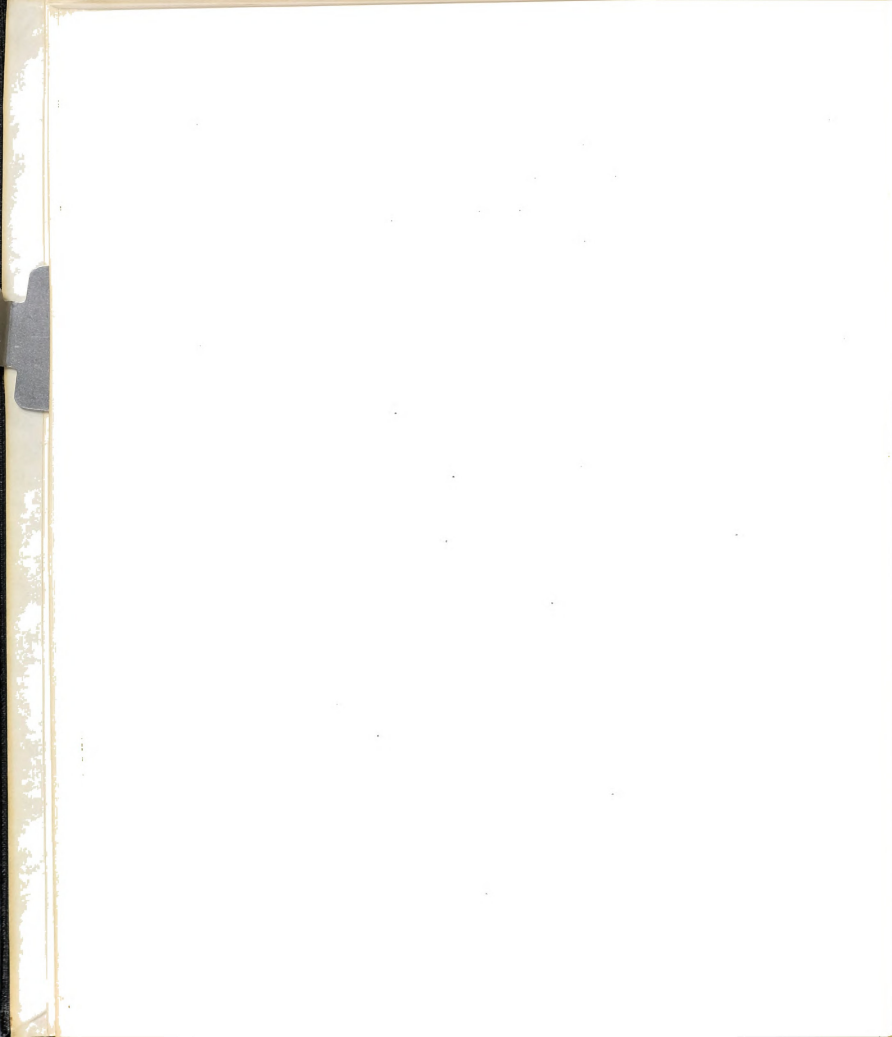


the organization of the curriculum; for the living conditions of students; for the library; for the laboratory and shop equipment; for the location, construction, and sanitary conditions of buildings; for the number and classification of students; for financial support; for the character of the curriculum; the efficiency of instruction; the scholarly spirit and professional atmosphere of the institution; the standard for granting degrees; the general tone of the teachers college; and for eliminating instruction below college level; for providing a ladder on which institutions could be placed, with its rungs low enough to encourage the weakest institutions, and high enough to challenge the strongest.

A critical examination of these standards reveals their indebtedness to the North Central Association standards. These criteria refer to those factors which by common consent determine the quality of any college. There were, however, new elements. The standards for the laboratory school and student teaching recognized what has been the heart of the professional curriculum. (39)

All through the recorded history of teacher education one finds it thoroughly committed to the idea that the learnings it seeks can best occur when prospective teachers understand boys and girls, their environment, and participate with them in their environment. Despite this apparent commitment, laboratory experiences other than student teaching are relatively uncommon. (44)

Generalizing about laboratory experiences as they are, not as they might be, then involves more facts concerning student teaching than about any other type of laboratory experience. The specifics leading to the



generalizations are limited still further--the greater amount of student teaching is done in off-campus schools. (11) To these interested in teacher education, the nature of the off-campus laboratory experience is of utmost importance as it is in these off-campus facilities that most such experiences occur. The off-campus student teaching also acquires great importance as it constitutes the major part of the prospective teacher's laboratory experiences.

The Developmental Story of Off-Campus Student Teaching

One finds the developmental story of off-campus student teaching very difficult to trace. The limited historical accounts point out that almost with the beginning of the first normal school, the campus or model school appeared, allowing a place in which the prospective teacher could put into practice that which she was taught in theory and methods. Generally, this laboratory experience has been called practice or student teaching; and, with regard to the length of time spent in it, has had many variations since 1900. The first off-campus facilities used are not recorded, but it can be surmised that the first teacher-education institution which enrolled more students than its campus or demonstration school could care for sent student teacher to the public schools in the town or the area immediately surrounding the campus. Records show that some of the larger colleges and universities sought out public schools in the vicinity of the campus and transported student teachers to and from the student teaching location. It is recorded that in 1920 one-third of the normal schools in the country were using public schools for student teaching. (71)



Prior to 1928 much of this experience was gained on campus in demonstration schools. In studying the available records one finds that after 1928 many teacher-training institutions started using the public schools along with or in place of the campus school.

Beyond 1920, the story develops logically from the beginning. In 1928, Colebank discovered a clear tendency toward the use of public schools as cooperating schools. (17) Foster's research in 1933 revealed that the number of campus schools was increasing but that the use of the public school as a center for student teaching was still the dominant practice. (26) By 1941 Hammock noted an increase in the use of public schools as a necessary part of the student teaching program on the secondary level of teacher education. This increase was a part of a tendency between 1934-36 and 1940-41 to increase the number of types of schools used in the secondary student teaching program. (32) In 1945, Brink's study of student teaching in universities brought to light the fact that public schools were still bearing the heaviest burden of student teaching, although the use of campus schools had not decreased. (11) This study certainly reveals the fact that the campus school (or demonstration school, as it was often called) was a most common part of many teacher-education institutions but that the flexibility of enrollment was lacking and as student teacher enrollments increased to the capacity of the campus schools, then student teachers were forced into facilities off the campus. Only two years later Stiles indicated that the majority of student teaching in universities was done in public schools located in the university city. (11) In the same year, Blyler made almost this same point and went on to say that the laboratory schools were not being used



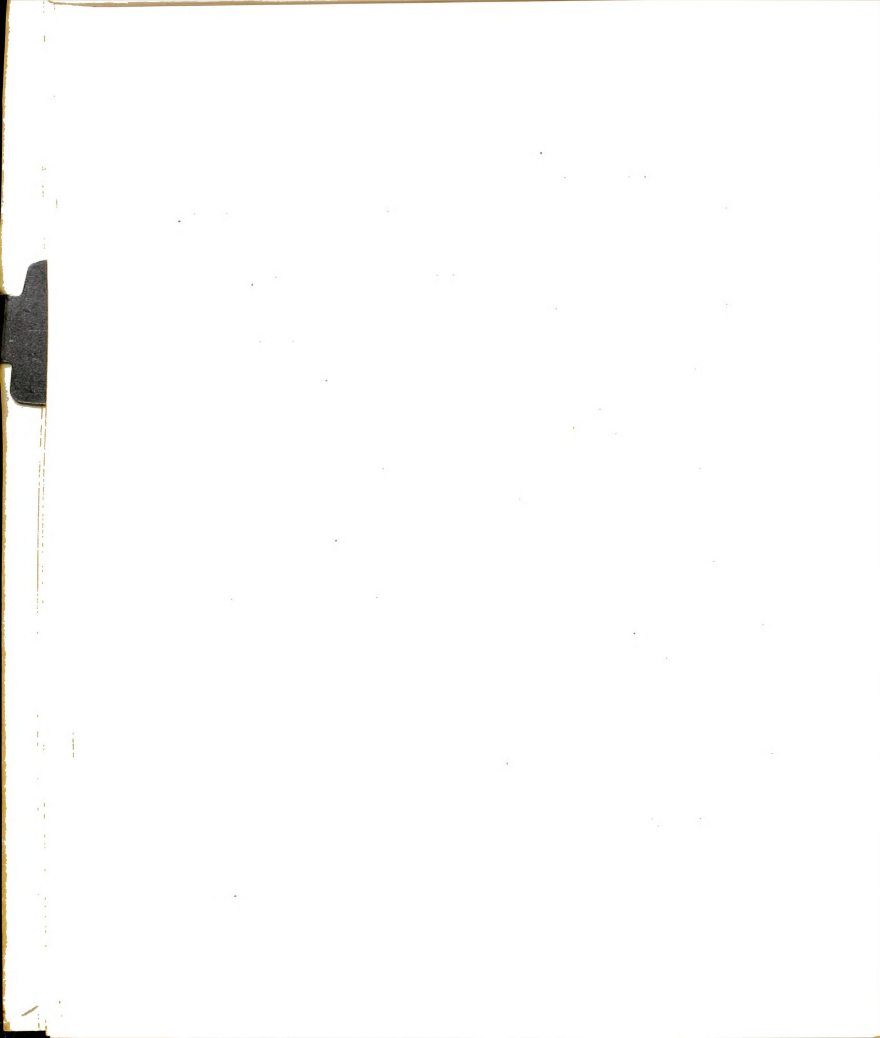
as much as they should be, that they were not serving as laboratories in the fullest sense of the word. Existing records show that prior to 1948 most teacher-training institutions had either a campus school or an agreement with adjacent public school systems for their students to practice in. It should be noted also that in most instances the student carried some academic work along with his responsibilities in student teaching. Lindsey wrote in 1948 that the campus school was the most commonly used of all types of laboratory centers but that a larger number of institutions were using public schools and that some were using both types. (44)

The campus school, established almost with the beginning of normal schools (for the training of teachers), has remained a strong force in teacher education through the years; but the public school has increased in use as a laboratory to the point that it is equal and perhaps of greater importance in the education of teachers for our schools. This point can be made in view of the fact that many large teacher training institutions and universities do not have a campus school, Michigan State University being one of these.

As much discussion has been carried on concerning the advantages and disadvantages of off-campus laboratory experiences as compared with on-campus experiences, an examination of the nature of these advantages and disadvantages would seem advisable.

Advantages

Administrative advantages: In studying the available literature one can see that the administrative advantages in the use of such off-campus facilities are perhaps chiefly responsible for their increase in use. As



was previously pointed out, the campus or demonstration schools are not flexible enough to cope with the tremendous enrollment in teacher training institutions and in turn, enrollments in student teaching. The public schools of the community in which the college is located provide a ready-made solution by their availability for placement of large numbers of student teachers in situations where they can practice the theory and philosophy taught them in college.

The second chief administrative advantage of using off-campus facilities for student teaching is the financial saving involved. Even if it were possible to increase the size of the campus schools sufficiently to serve the needs of all the student teachers being educated at the particular institution, the cost of setting up such a program would usually be prohibitive. Not only is the college administrator faced with the problem of securing places for the student teacher but he also recognizes the need for staff, instructional materials, buildings, and equipment, all of which is readily provided by the off-campus schools of the college community.

Similarity to future teaching situations: A long-standing argument in favor of the use of off-campus facilities for student teaching is the claim that the prospective teacher gets the benefit of working in a more nearly "typical" situation than would be provided in a campus school. Although this may be true, it is still quite possible that the off-campus placement of the student teacher in a particular off-campus situation may vary in many ways from the type of situation in which the student teacher finds himself in his first teaching position. Even so, studies show the majority of educators, interested in training teachers, agree that the



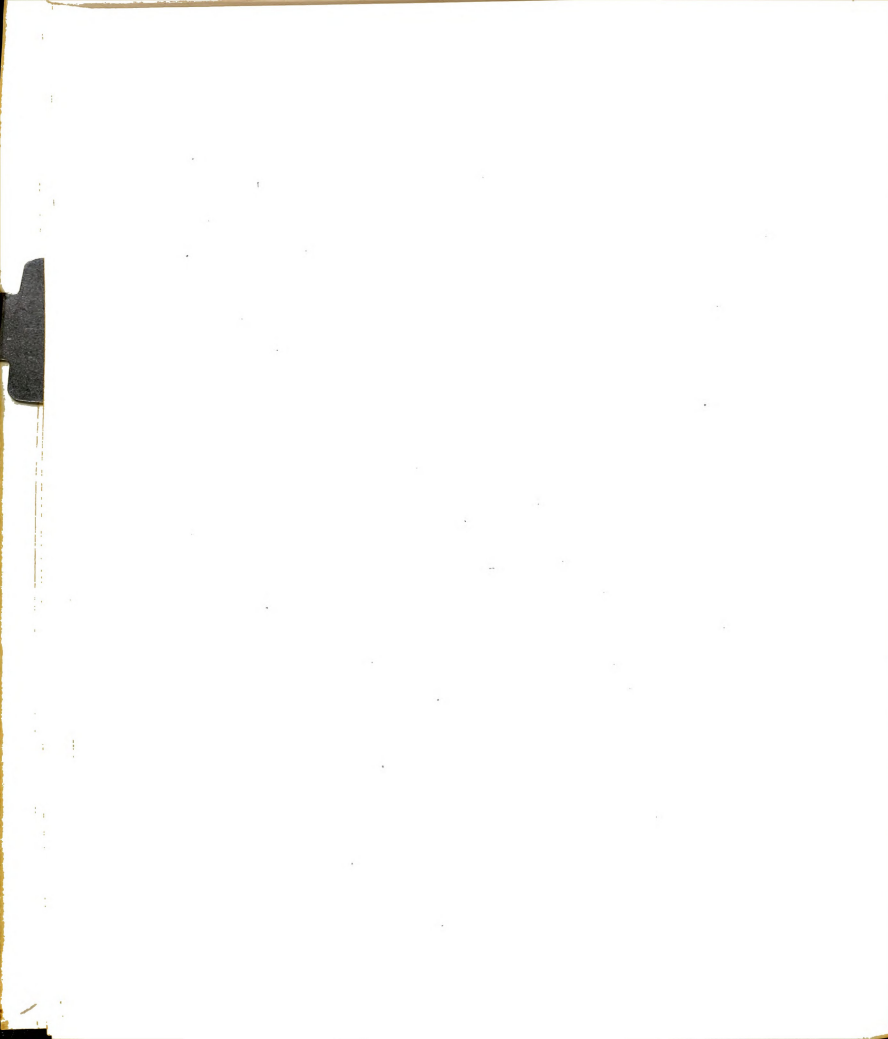
reality of off-campus laboratory (or co-operating) schools is a definite advantage over the often-time structured atmosphere of the campus school.

Another advantage can be found in the fact that the college's teacher education program will be kept closer to reality as representatives of the college work with student teachers in the off-campus program. No one can deny that the cooperative teacher education endeavor by campus and off-campus educational workers should help the college people to know better what is going on in the public schools and, accordingly, know better how to help students prepare for their future places in public education. (45)

With qualifications, then, the off-campus laboratory experiences of prospective teachers may be expected to contribute to relatedness of present training to future use. (67)

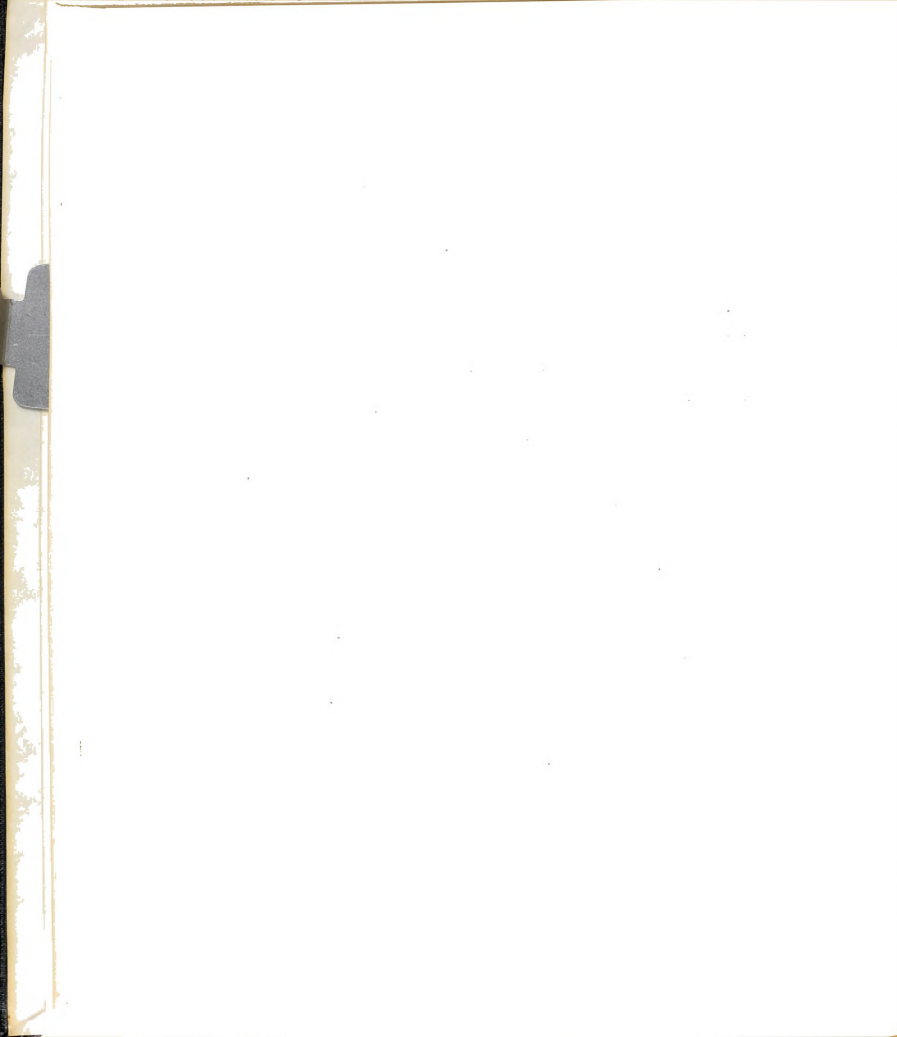
Variety: Needless to say, the student teacher will have greater access to a larger variety in an off-campus school than in the campus school, because of their extent and inclusion of several schools. In the off-campus school the student teacher can observe and function in a total school system, which is not generally true in the single unit which usually constitutes the campus school. The type of assignment of the student teacher will determine greatly the effect which this variety has on the learning of the student teacher.

Not only does a total school system of any size provide a variety of physical working situations, but usually it also represents a variety of educational philosophies and procedures in operation. To the extent that student teachers get the benefit of available comparisons and contrasts, the resulting benefits can be of real value. (67)



Mutual benefits to college and co-operating public schools:

A program in which educators from the college and those actively engaged in public school situations work cooperatively to provide optimum values to the student teachers can hardly fail to provide benefits to the college and the off-campus schools as well. Such a program provides an excellent opportunity for the college people to make their teaching a reality. It affords the means whereby the college staff can test its theoretical offerings for validity and reliability. So often colleges are offering methods and techniques which are out of date due to the ever-increasing change in our modern-day curriculum. With the college staff members working in the off-campus public school system he can see the changes in modern education and adjust his approach accordingly. On the other hand, the supervising teachers and public school administrators also gain from their contact with the college personnel as well as the student teachers. It provides the supervising teacher a real opportunity to see and hear new ideas brought by the students and by college representatives who work along with the student teachers. Another advantage to the supervising teacher can be found in the fact that it causes her to re-evaluate her own methods and procedures of teaching. As so many will say, "Having a student teacher keeps me on my toes - which is something every good teacher needs." Public school administrators point out another advantage can be found in the fact that the program adds to the



professional atmosphere of their school system. Teachers, as well as many people in the community, take pride in the fact that they are actively engaged in helping to train new and better teachers.

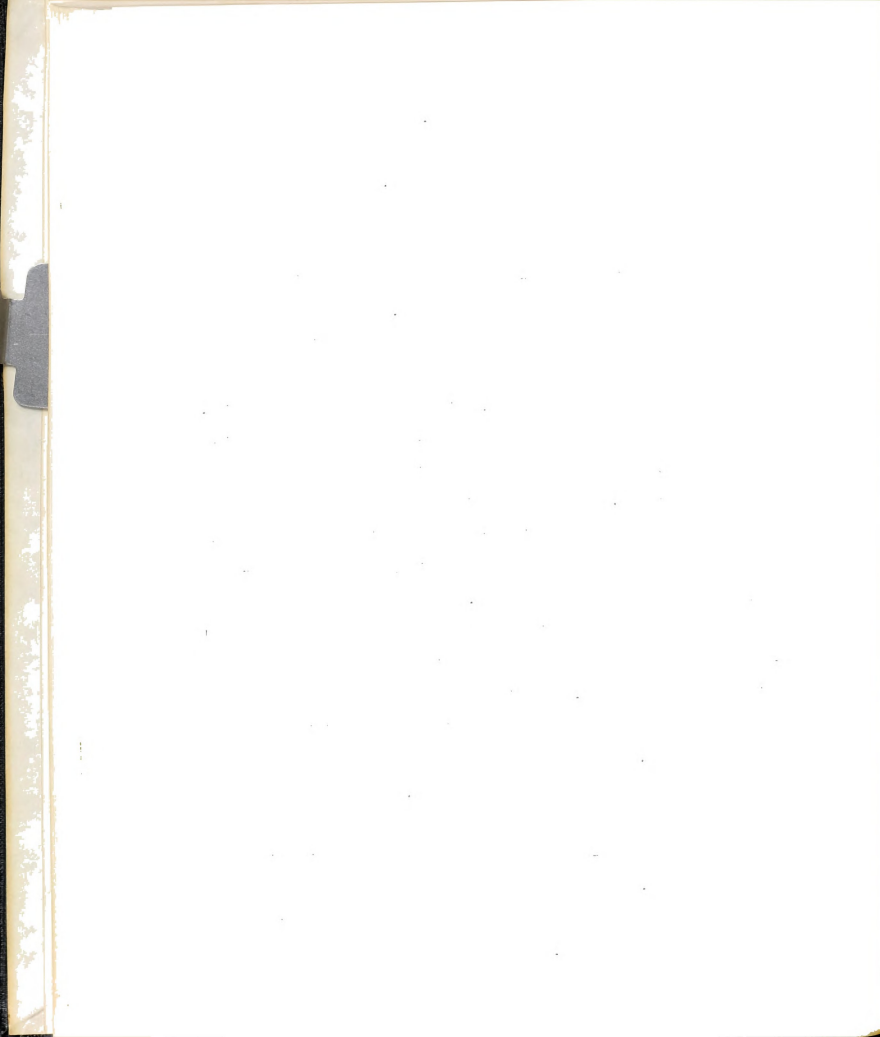
Disadvantages

Administrative disadvantages: The two greatest problems for college administrators in dealing with off-campus student teaching assignments can be found in space and time or the lack of both.

In the beginning, off-campus schools were those in the immediate area of the college and thus the student teacher had easy access to the laboratory classes and also to his college classes, which he carried at the same time. As enrollments increased, the need for more off-campus situations also increased and thus the colleges were forced to utilize schools farther and farther from the campus. Sometimes the distances are so great that the college finds it practical to provide bus transportation for the students, but usually students must work out their plans individually for transportation by private or public conveyance.

Not only is the amount of time spent in going to and from the student's off-campus assignment a big problem but likewise is the placement of that time in the total school day. In this type program the student teacher often has classes and perhaps many other duties and responsibilities to be discharged on campus. To schedule such activities plus student teaching and travel time often constitutes quite a problem.

Another lack of time is found by the college supervisor who must travel not only to one off-campus school but to all of those in which students are working. One can readily see where the expense and inconvenience would be a great handicap in the execution of the educational services he is employed to give.



Lack of orientation to the teacher-education program: In the campus school the staff members work so closely in the teacher-education program that they certainly should have the purposes and procedures, of that department, well in mind. Teacher education is not of the utmost concern to teachers in the public school situation. This lack of orientation and concern for the total program of teacher education, or the part of the supervising teacher, can be overcome if much emphasis is put on this part of the program. Thus one can see another disadvantage from the standpoint of the college administrators.

Unevenness of opportunity: In dealing with the wide variations found in the average public school situation, the college personnel must exert great caution to see that the student teacher is not placed in a situation which belongs at the bottom end of a scale of variation in quality. Variation can be a real advantage to the student teacher but, at the same time, other students can and do suffer greatly when assigned to other teachers in the same system or even in the same building because of the inferior quality of instruction which goes on there or because of the inferior quality of professional assistance which they might receive.

Difficulty of securing adequately trained supervising teachers: As was previously mentioned, one disadvantage can be found in placing a student teacher with an unqualified or disinterested supervising teacher. Generally speaking, the campus school seeks staff members with above average educational qualifications and much interest and enthusiasm in the training of teachers. Quite frequently these people have had previous training and experience in guiding prospective teachers. Off-campus schools may have as many educationally qualified teachers, many of whom



are not qualified to supervise prospective teachers. When assigning students to situations for student teaching, it is often difficult to find enough adequately trained supervisors. Often the need for places for student teachers outnumbers those available with qualified personnel and thus the use of some personnel whether qualified or not.

Difficulties of evaluation: Certainly the evaluation of each student teacher's laboratory experiences is most difficult, even when all the supervising teachers have a mutual understanding of that particular teacher education program. Most educators who are interested in teacher education agree that this evaluation is one of the most difficult phases of the student teaching experience and would be more difficult when each student is judged by a different supervising teacher who does not have the benefit of continuous consultation and study of the problem as those in the on-campus school have.

The advantages and disadvantages of off-campus student teaching, as compared to campus student teaching, have been briefly discussed in the preceding paragraphs. Needless to say, there are probably others on both sides of the scale but those listed above were the major ones as seen in the early part of 1950. To reiterate the cause for the development of off-campus student teaching, it can be seen that it was not an either-or proposition, but in many cases an addition to the campus schools for the provision of laboratory experiences for prospective teachers. There arose the necessity for working out the best possible utilization of both and also the improvement of each so that the disadvantages of each might be held to a minimum. There are then several major factors which contribute



to the use of public schools or laboratories for training prospective teachers.

The increase in enrollments have caused teacher-training institutions to turn to the public schools. These schools are close at hand and can absorb large numbers of college students. This outlet is relatively inexpensive to the colleges, and, most important perhaps, it is already built and staffed and is immediately ready for use.

With regard to the realistic aspect of the laboratory experience, it is seldom denied that the off-campus situation affords more than the so-called campus demonstration school. In 1951, reports showed that teacher training institutions were becoming more and more dissatisfied with programs which were apparently not real, those which provided relatively little contact with boys and girls in "normal" situations over a relatively long period. Such feelings as these turned many of the teacher-training institutions toward the public school.

Another factor, which is always present with any phase of education, is the financial problem. It would be difficult to justify to boards of control the expenditure of large sums of money for the building of a campus school when there are adequate public schools in and around the college community. Likewise, the campus school, often times, finds itself competing for pupil clientele. This tends to create an unrealistic situation as a campus school might well end in soliciting one group of pupils quite often the extremely bright ones.

As stated by Stiles, all the factors already mentioned probably can be summarized in these two statements: The factors contributing to the

great use of off-campus schools as professional laboratories make up a complex which is difficult to analyze. It is made up of choice, convenience, and necessity, the three placed in probably order of importance. (64)

Recognition of the need for professional laboratory experience has been traced as far back as 1654 with the first such American school being opened in Lexington, Massachusetts, on July 3, 1839. The records show that prior to 1900 most of the laboratory experiences were in campus schools, but since that time the need to expand has forced the use of public schools. Along with this need for expansion has developed the need for educators to establish a criteria for the highest possible quality in professional laboratory experience.

Although educators have long been aware of the value of professional laboratory experiences in pre-service teacher education, certainly the accrediting function of the American Association of Teachers Colleges (now known as the American Association of Colleges for Teacher Education) has had considerable influence on the establishment and functions of campus and off-campus laboratory schools. (53)

In 1926, the American Association of Teachers Colleges when establishing standards for accreditation of teacher-education institutions adopted a standard which recommended that:

1. Each teachers college maintain a training school, or equivalent facilities.
2. Each teacher in the training school has responsibility for not more than forty children at any one time.
3. A minimum per student of ninety hours of student teaching be required.

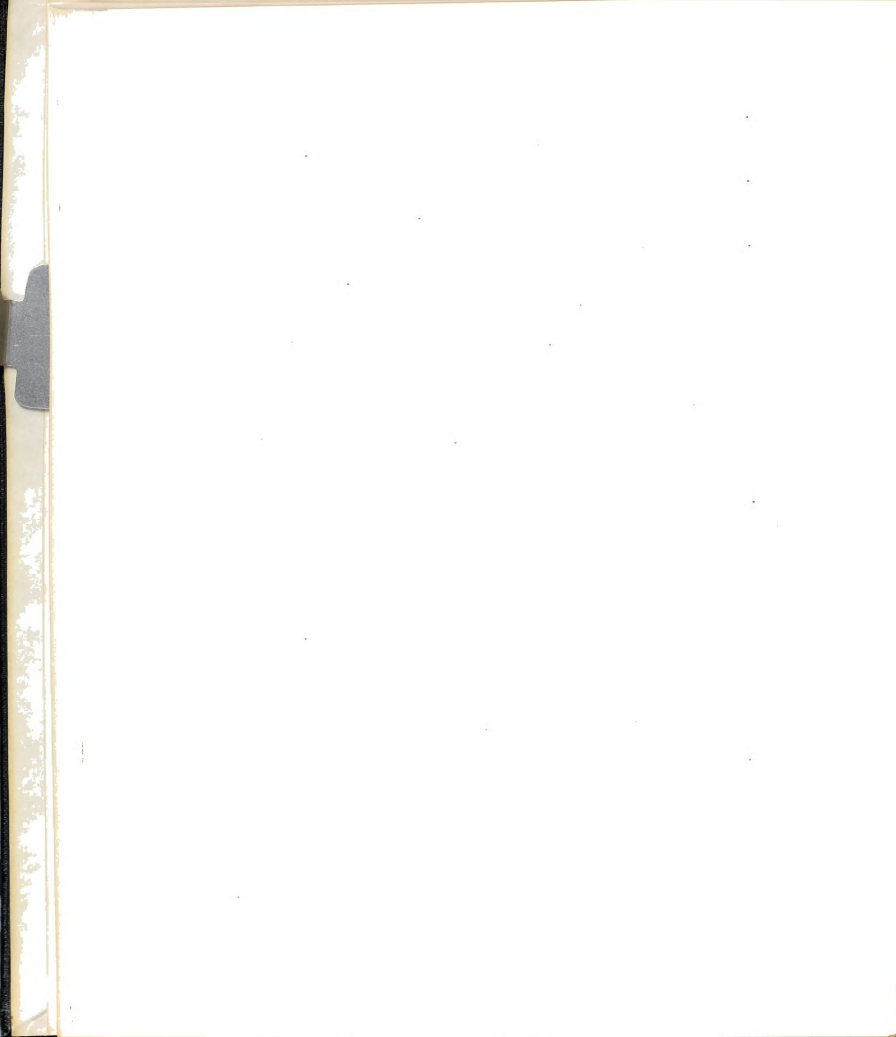


4. For every eighteen college students engaged in student teaching there be a minimum group of thirty children.
5. One full-time supervisor be utilized for every fifty student teachers in affiliated schools.
6. At least two-fifths of the teaching in the training school be done by the regular staff or college faculty. (4)

This minimum quantitative prescription for laboratory schools continued in effect for over twenty years. Then as a result of an intensive study and the report in 1948 of the American Association of Colleges for Teacher Education Sub-Committee, the AACTE revised its "standard" pertaining to laboratory experiences in teacher education. The revised standard is of a qualitative nature and suggests optimum goals rather than minimum levels. Due to the great length of the complete standard, it will not be included in total in this dissertation, but the portion concerning laboratory school facilities seems especially significant and pertinent in pointing up the desired function of laboratory and cooperating schools in teacher education, and so has been included in the appendix. (5)

Although the Standard VI was developed and accepted rather recently, it undoubtedly has had and will have considerable influence on the continued use and expansion of both college-controlled and co-operating public schools.

Evidence of some of the efforts being put forth by teacher-training institutions to implement this standard can be found in the reports of institutional self-evaluation procedures which were encouraged by the American Association of Colleges for Teacher Education in 1954 and 1955.



Dr. Margaret Lindsey reported in 1954 on a study made of seventy-six institutional evaluation reports. This study concludes that Standard VI has greatly influenced the thinking and behavior of teacher-educators. Conclusions resulting from the Lindsey study show certain trends with regard to professional laboratory experiences in the five-year period of 1948-1953, there is little or no doubt that the philosophy expressed in Standard VI has had its influence in causing these trends:

1. There is significant increase in provision for professional laboratory experiences throughout the four years of the college program.
2. A greater number of institutions provide opportunities for prospective teachers to observe and participate in the total school and in the community.
3. Provision for direct experiences is made chiefly through work in educational psychology courses with very limited opportunities in subject matter courses.
4. In general, students are spending more time in student teaching, both because of increased emphasis on full-time student teaching and because of increase in the length of assignment of student teaching.
5. Provision for individual differences of students in student teaching is still limited, the chief provision being through adjustments in the nature of activities.
6. There is a marked increase in the use of off-campus college cooperating schools in all phases of the sequence of professional laboratory experiences.



7. The extent to which community agencies are used as facilities for laboratory experiences is far greater than indicated in 1948.
8. Students engaged in professional laboratory experiences still get their guidance from laboratory school teachers and college teachers of education with little participation in this activity by subject-matter teachers. (45)

Meeting the Need for High Quality Professional Laboratory Experience

Added to this great influence of accrediting organization on professional laboratory experiences one finds the more current teacher training educators quite concerned over the establishment of a criteria for high quality professional laboratory experience.

Research shows agreement with Donald Sharpe (61) in his proposal that those responsible for the education of teachers must provide, in addition to knowledge, understanding, and a modicum of skill, opportunity for the student to test his understanding of theory in a problem situation. He needs to have experiences in clarifying goals, planning, acting, and evaluating. According to Sharpe this would result in professional laboratory experience at its best.

In developing a criteria of a high quality professional laboratory experience Sharpe suggests that it must be challenging. If a student is to profit from his experience, he must be convinced that it offers him something of value--that through this experience he is being able to achieve his goals and purposes. If the student has the opportunity to



choose his activities freely, he will not only learn more from it but also will be much more likely to adopt the values, habits, and attitudes exhibited by others participating in the activity.

If the student sees his experience as meaningful to his own professional growth, it is more likely to be challenging. If the experience increases his understanding of children and how they learn in the society, then it will be more meaningful to the student. If it leads to skill in interpersonal relations or if it stimulates self-analysis and self-knowledge, it will contribute to his professional growth. If the experience leads to personal growth, to study, and to further experience, it is a challenging one.

In order that a student feel the burden of responsibility and contribute all he can, he must be actively involved in what is going on in the laboratory experience. Purposeful observation is an important part of professional laboratory experiences, although it is only the first part. It is of value for the student to observe the actual situation and then do research, to learn the technique for dealing with that particular situation. It is only through active participation that he can truthfully learn what he would do in that same situation. Here, success or failure depends not upon ability to generalize or verbalize central principles but upon ability to perform. The student's position must force him into responsible action. He must feel this responsibility and know that he will be expected to answer for the consequences, if there are any. If he makes these contributions in the laboratory experiences, it will then result in personal and professional growth.

There is certainly little or no disagreement on the fact that during the professional laboratory experience there should be provided guidance and assistance for the student teacher. Theoretically this is true and certainly very easy to propose, but in reality this is one of the more complex phases of the professional laboratory experience, whether it be in an on-campus or an off-campus situation. Immediately, such questions as these arise: what type personality is to be found in the student teacher as well as the supervising teacher? How mature is the student teacher? What is the complexity of the situation in which the student will be placed? Are most of the staff members receptive and sympathetic toward having a student teacher in their department or building? Is the community receptive to participating in such a program? Why is this supervising teacher taking a student teacher? How much assistance can a student teacher profit from? Timewise, moneywise, and staffwise, how much help can be provided to the student teacher?

The student teacher should be guided by someone who is willing to share sympathetically the understanding he has acquired through his own experience. The supervising teacher must show his maturity by including the experiences and in-sights of others during the period in which he is attempting to guide an immature student teacher. The extent of the guidance will, by necessity, depend upon the complexity of the situation and the needs of each individual student. Too close supervision can destroy the self-confidence of the student teacher in assuming active responsibility; too little help may well result in the establishment of unsound patterns of behavior and unjustified fears or frustrations.

From the theoretical and psychological point of view, students might well profit from more extensive supervision. Here again it must be remembered that all individuals are not alike and so all student teachers are not identical. If precautions are taken for the best possible placement of a student teacher, it is most conceivable that the majority of student teachers do better without an over-abundance of supervision. This theory can be seen to be true in cases where student teachers are extremely hesitant to take over the responsibility of full-time teaching until, for one reason or another, the supervising teacher is forced away for one or more days. As a result of this experience the student usually acquires sufficient self-confidence and his experience is much more rewarding from that point on. He has the "I did it myself," feeling and is less dependent on his supervisor.

Contrary to the belief of many lay people as well as educators, professional laboratory experiences are not put into the teacher-education program merely for the sake of experience. Rather they are included in the program as another phase of the preparation of a teacher. This realistic setting affords the opportunity to the prospective teachers to make judgments and take action in situations which are relatively unfamiliar to him.

It has been said that there is no way to truly learn theory apart from action. Unless a person is in a situation where he can analyze his experience, identify central principles, and see the relationship between the various elements in the situation, he is failing to intellectualize his experience and may be unable to apply what he has learned in new



situations. Students need patient encouragement as they learn to generalize from experience, but they also need rigorous discipline in logic and in scientific thinking. They need the same kind of help in appraising their actions--learning to act consistently with the principles which they profess. (61)

Another criteria of high quality professional laboratory experience can be found in the satisfaction acquired on the part of the student teacher. Here again, it is relatively simple to state that the student teacher should be satisfied with what he has learned during his experience in student teaching. But, on the other hand, there are several factors which will be the deterrent of this satisfaction.

First of all, the student teacher must have a genuine feeling of being wanted in this situation. Supervising teachers need to provide an atmosphere which will build security and confidence in the student teacher.

Student teachers grow through self-confidence and this is most always acquired through success. He needs to be able to witness the results of his work. Even though, by virtue of human nature, the student teacher needs to experience success, a failure may provide some satisfactions if it leads to the realization of one's limitations and to steps to correct them. The most satisfying experiences are those in which a student is able to recognize education in process, where he is able to observe changes in understanding and behavior conditioned by the learning situation in which he has played some significant role.

With the present thinking toward professional laboratory experiences such as has just been presented, it is only logical to consider the current



status of professional laboratory experiences. As suggested in the preceding section, until recently professional laboratory experiences were largely limited to observation and student teaching. Student teaching was conceived as the period in which a student put to practice what he had already learned. It was the culminating step and primarily a testing period. Today professional laboratory experiences and especially student teaching are viewed as basic learning activities--the process through which the student learns about children's behavior, the way learning occurs, his own ways of working with people, and the art of guiding learning experiences. When student teaching is viewed as an exciting adventure in learning, it is easy to understand why Rucker discovered that "enrichment in the program of student teaching or the other laboratory activities of the professional curriculum has, in fact, done more to focus attention on the problem of reorganization in the professional sequence than any other single factor in the past twenty years." (57)

Two recent analyses of teaching-learning theory indicate that the violent controversies of an earlier time are giving way to a near consensus that learning and teaching are best characterized by the phrases: "directing learning activities" or "guiding pupil experiencing," (50) the application of this theory to the program of teacher education would lead to an increased emphasis upon direct experience with boys and girls and the schools. This is precisely what has happened. (61)

With the expanding interest in professional laboratory experiences during the more recent years, one can see, the gradual but definite trend in student teaching, in comparing some facts and figures taken from three



different studies, as reported in the thirty-fourth yearbook, 1955, of The Association for Student Teaching. (53)

Rucker found that student teaching and other laboratory activities were receiving more attention than formerly. He concluded that the present demands for functional courses in education would inevitably push student teaching, participation, and observation into the foreground in teacher education. He also identified the following trends:

1. There is a trend away from conventional course organization in student teaching. This trend is taking two directions: (a) toward a full-time practicum or (b) toward a professional core or integrated block near the end of the college experience.

2. There is a trend toward: (a) student teaching as a full-time experience; (b) the use of more laboratory experiences in teacher education; (c) more off-campus experiences in student teaching, including community experiences in the locale where the teaching is performed; (d) increasing the time allotment given to student teaching and to the other laboratory activities, including student teaching, as the reference point of the whole curriculum in teacher education; and (g) student teaching for a given student on more grade levels. (57)

In surveying the literature one can see laboratory schools, both campus and cooperating schools, have had an important place in the preparation of teachers from the beginning of organized teacher-education programs.

There is no indication that the need for campus laboratory schools is decreasing. On the contrary, the need for and functions of campus laboratory schools and cooperating public schools are being increased, with



more emphasis being placed on the use of the cooperating schools to be used for other laboratory experiences in addition to student teaching.

Summary

A review of the literature revealed that educators have been deeply concerned with the type and method of professional laboratory experiences ever since the beginning of a formalized educational program for teachers. Research shows that there has been almost total universal agreement on the fact that teachers can only learn how to use the proper techniques and methods through the actual experience of dealing with children in a situation in which a certain amount of responsibility is afforded to them.

As in many other phases of the development of the American Educational System, standards for this type of training were slow in developing. A review of the literature showed that the American Association of Colleges for Teacher Education was the leader in establishing various criteria for establishing and improving programs of student teaching which would be acceptable to teacher training institutions across state lines. In using these recommended criteria many programs have been established and approved which have offered a much higher degree of continuity between the programs of different institutions of higher learning.

Research has shown conclusively that most student teaching programs are characterized by the existing educational philosophy of the parent institution; but one program can always profit by the experimental mistakes and suggestions offered by another. Since it is a generally accepted fact that no program of student teaching can or should be a replica of



another, it would seem proper that each teacher training institution continue to formulate its own functional program and make improvements where they seem necessary.

CHAPTER IV

METHODS AND PROCEDURES OF THE STUDY

To clarify the methods used in the preliminary phases of this study, the initial steps have been explained in this chapter. The following sections show how the sample was selected, how the instrument was developed, and how the study was conducted.

Initial Activities. The planning phase of this study was begun by discussing the need for the procurement and analysis of information regarding the degree of success or failure of the various phases of the Michigan State University full-time resident student teaching program during its first two years of operation. Various members of the staff of the College of Education and particularly those in the Department of Student Teaching, as well as other members of the Michigan State University staff who were previously involved in Student Teaching, were consulted regarding the importance and need of such a study and the areas and factors that should be considered.

An extensive search was conducted for any information regarding previous research studies or publications related to this type of study. Materials reviewed included books, magazines, pamphlets, bulletins, manuals, and recorded speeches by experts in the field of Student Teaching. Unpublished dissertations and theses were reviewed, as were materials describing different programs of student teaching acquired from twenty-



three other teacher-training institutions throughout the United States. As a result of this extensive review of the literature, two conclusions were apparent: (1) with such limited research on the latest trend in professional laboratory experiences for potential teachers, there is actually no universally accepted criterion upon which the Michigan State University program might be evaluated, and (2) in view of this fact, future evaluation of the program would be dependent upon an analysis of opinions expressed by both student teachers and supervising teachers who participated in the program during the first two years of operation--thus, in effect, taking steps to develop criteria.

Following further discussions with nationally known educators in the field of teacher education and with members of the doctoral committee it was determined that due to the uniqueness of programs of student teaching throughout the country that it would be most beneficial to make a descriptive study of the Michigan State University full-time resident student teaching program and develop criteria (formulated from the combined opinions of the participants in this particular program) upon which future evaluation might be based.

Selection Procedures

This study was a planned follow-up survey of the reactions to and opinions concerning the events of their active participation in the first two years of the program. As the supervising teachers as well as the student teachers play an essential role in the program, the two groups were studied separately. For the purpose of this study, a portion of the data collected and interpreted was directly related to the experiences of



the supervising teacher and the other portion was directly related to the experiences of the student teacher.

One sample group was chosen at random from the student teachers who were actively engaged in the program during one full quarter between the fall of 1955 and the spring of 1957. A total listing was acquired on these students and every other name was selected to participate in the survey. Through this procedure, the student teacher sample group was drawn equally from those who participated in student teaching either during the fall, winter, or spring quarters of the two-year period.

The other sample was also chosen at random from the supervising teachers who participated in the program during the same period of time. Here too, the name of every other supervising teacher was chosen from a total list of supervising teachers. Likewise, these teachers represented a good cross-section of those participating in the fall, winter, and spring quarters.

Development of the Instruments

Due to the inherent differences in the two areas being surveyed, there was need for the development of two different instruments. Although a review of the literature produced some ideas which might be included, it also proved the need of an instrument which would be concerned primarily with the advantages and disadvantages of the Michigan State University program. With this in mind, the investigator endeavored to develop an instrument in each area comprised of the opinions and suggestions of supervising teachers, student teachers, members of the doctoral committee, and colleagues in the Department of Teacher Education.



Supervising Teacher Questionnaire. After a preliminary list of suggested statements had been formulated, a group of twenty-five supervising teachers was asked to offer suggestions and opinions to these and to add any additional ones to the instrument. After tabulating these suggestions a new questionnaire was developed to be used as a pilot study. This instrument was distributed among twenty-five supervising teachers. These people were encouraged to react to the instrument particularly with regard to length, time of completing the form, structure, completeness of coverage, types of questions, etc. After thorough study of these returns (which were 97 per cent), interviews were arranged with those teachers in order that any additional opinions or suggestions might be included in the final instrument. The final questionnaire was drawn up¹ and approved by members of the doctoral committee and other colleagues. To arouse interest and stimulate cooperation, an accompanying letter explaining the purposes of the study was mailed with the questionnaire. Likewise, a self-addressed and stamped envelope was sent with the questionnaire.

It was felt that the participants would be more cooperative if the questionnaire were made as short and simple as possible. In order to establish a line of departure, it was necessary to draw certain assumptions. Therefore, the final instrument was composed of three parts: (1) benefits derived from participation in the program, (2) problems created by participation in the program, and (3) recommendations for improvement of

¹ See Appendix D for a copy of the supervising teacher questionnaire and covering letter.



the program. The questionnaire was made up of statements, in each of the above areas, in which the participant was asked to react either in the affirmative or the negative. Space was allotted with each statement, as well as at the end of each part, for the participant to add his own personal reactions to that particular phase of the experience. As the entire experience was of such a subjective nature, it was felt that these individual opinions added greatly to the study in formulating a group of suggestions for the improvement of the services to the supervising teachers and those offered by the supervising teachers.

The final questionnaire was prepared and mailed to two hundred and thirty teachers who had served as supervising teachers in one of the four centers during the academic years of 1955-1956 and 1956-1957. Of these two hundred and thirty, one hundred and sixty-seven teachers completed and returned the instrument for a total return of 72.6 per cent. That so many teachers returned the questionnaire was gratifying but no less than would be expected of teachers who are usually quite anxious to improve the teaching profession.

Student Teacher Questionnaire. In order to accomplish the purpose of this part of the study an instrument was developed which would cover as many of the aspects of a student teaching experience as possible without being so lengthy that it would discourage the participant and produce an inadequate return.

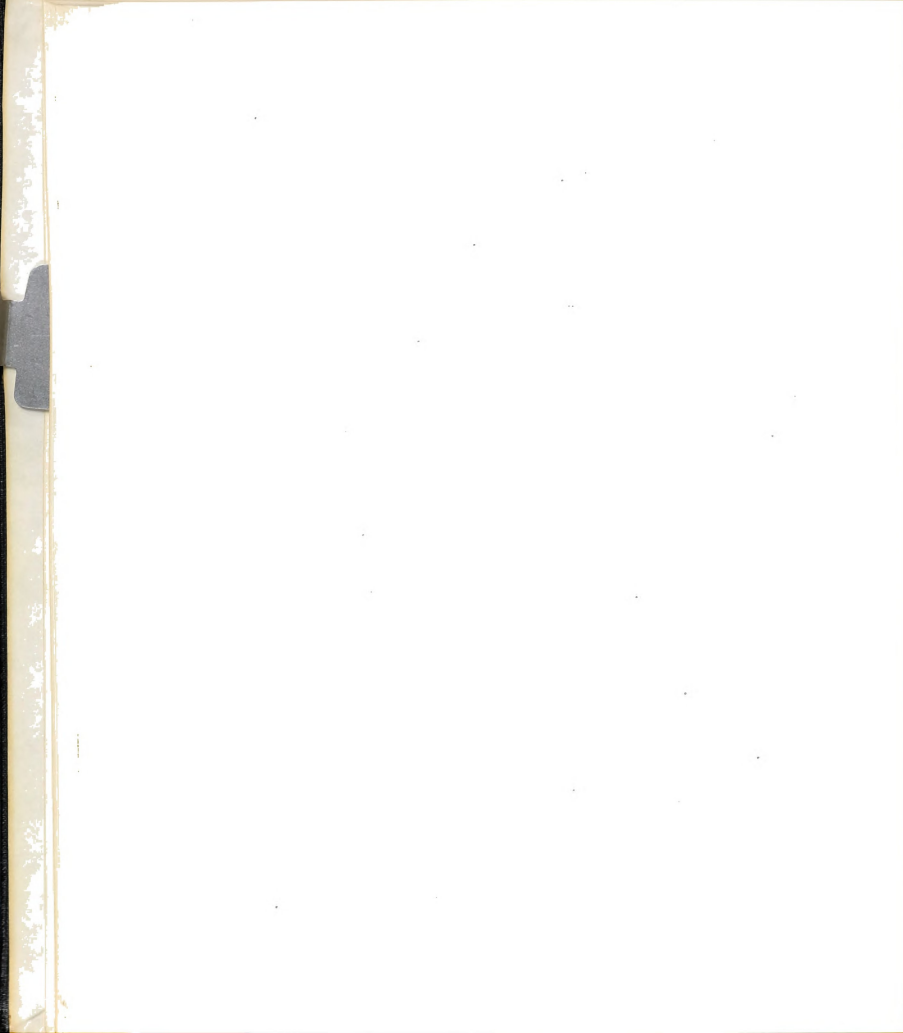
A preliminary list of the various phases of the student teaching experience was compiled and presented to twenty-five student teachers who



had completed their student teaching the term just prior to this time. These participants were asked for their opinions and any additional facts that might be added to the list. Also the participants were asked to react to the grouping of the listed points as well as the two-fold method of reacting to the parts of the instrument.

After compiling this information another instrument was drawn up and a pilot study using twenty-eight different persons who had taken student teaching under this program was conducted. A cover letter, explaining the study and soliciting their cooperation, and the questionnaire, with directions for completion, was mailed to each of the participants. An interview was arranged with these participants in order to check the adequacy of the form, to explore with each of the respondents the possible meanings of each item, and to present alternate questions and thus to clarify, refine, and validate the instrument. The information from the group was then tabulated in order to determine any weaknesses and unexpected results. The instrument was further validated by presenting the final form to colleagues in the Teacher Education Department with particular emphasis on those staff members who were directly involved in student teaching.

The final questionnaire was drawn up and made ready for distribution² by mail. It should be noted that the student teacher questionnaires were mailed in two different groups. This technique was used in order that each participant might have only one year of regular teaching experience prior



to responding to the questionnaire. Therefore, the questionnaires sent to those participants, who took student teaching during 1955-1956, preceded the ones going to the 1956-1957 group by several months. It was concluded that this procedure would tend to equalize the results of the collected data.

Two hundred and fifty-five previous Michigan State University student teachers received questionnaires, and one hundred and seventy-five of these people completed and returned the questionnaires that were used in this study--a response of 68.5 per cent.

The high response to this questionnaire might be indicative of two facts: (1) that the young teacher is most interested and anxious to offer assistance in an attempt to improve the standards of the teaching profession, and (2) that the Michigan State University alumni are willing and anxious to help in improving the type of training offered in the Department of Teacher Education. It was certainly gratifying to find such an interest in both Teacher Education and the Michigan State University full-time resident student teaching program.

Grouping the Data. In order that the data of this study could receive a more comprehensive analysis, it was decided to divide the participants into four groups. As there were four centers involved in the study, the groupings were established on the basis of the location of each participant.

Through this grouping it became evident that the study could offer an appropriate comparison of one center with another or of each center against the total data. This being the case, the number of responses to



each statement was tabulated and recorded for the supervising teachers in each center. Likewise, narrative responses were recorded and grouped.

In analyzing the data collected from the student teacher questionnaire, the same method was used to establish the four groups. In the initial planning stage of this instrument, it was decided and further recommended by the participants in the pilot study that, due to the inherent functional differences between the four centers, the instrument should be so organized that the participant could react to each statement whether he was involved or not in the specific experience.

Analyzing the Data

As there were two main purposes for the study, the data have been grouped and interpreted accordingly. In both cases the responses have been dealt with through the frequency counts which were then converted into percentages. Similarities and differences were pointed out in terms of nature, scope, and frequency of the problem. In analyzing the data collected from both instruments, space has been given to the comparison of one center with another or of one center to the statistical facts of the over-all program.

With reference to the supervising teacher portion of the study, the investigator offers several pertinent questions and discusses them in terms of the accumulated data from the four centers. The narrative responses were recorded and tabulated and were included in an attempt to show differences in the four centers involved.



In analyzing the data collected from student teachers, the frequency counts were computed to percentages in each of the various groupings. On the basis of these data it was possible to point out significant facts concerning the first two years of operation as well as to provide a basis for the development of more significant criteria to be used in future evaluations. The narrative responses have been tabulated and presented in order that the formulated criteria might be more all-inclusive.

In presenting the results of the study two divisions were made. Chapter V consists of a descriptive interpretation of the data collected from supervising teachers on the phases of the program which were considered good by the supervising teachers and to detect any existing trends toward specific improvements which might be made in the functional part of the program. Chapter VI includes an analysis and interpretation of the data collected from individuals who took their student teaching in one of the four centers between the fall of 1955 and the spring of 1957. Through the use of these data criteria have been suggested for future evaluative purposes.

CHAPTER V

PRESENTATION AND INTERPRETATION OF THE DATA SUBMITTED BY SUPERVISING TEACHERS

Introduction

This chapter is concerned with analysis of the data pertaining to the reactions of supervising teachers to the program.

The questionnaire was arranged in three parts: (1) benefits derived from participation in the program, (2) problems created by participation in the program, and (3) recommendations for the improvement of the program. A total of 230 questionnaires was sent out, and 167 were completed and returned--a total return of 72.6 per cent.

The Function of A Supervising Teacher

Since this study is a descriptive one, it would seem advisable to precede the presentation of the data with a brief mention of the generally accepted duties and responsibilities of the supervising teacher. Undoubtedly, this knowledge would tend to increase the comprehension of the findings in the forthcoming data.

An extensive study of the literature revealed that there are not only certain duties and responsibilities of a supervising teacher, but also there are certain characteristics which one must have in order to be an effective supervising teacher. Hicks and Garner feel that a supervising teacher must be a "superior teacher" himself and possess many of the following characteristics (34):



1. Enjoys the profession and be eager to be of service in training future teachers.
2. Likes working with young adults who are about ready to enter the teaching profession.
3. Is anxious to meet the challenge of molding beginners into effective ways of working with boys and girls.
4. Receives real enjoyment from watching the steady improvement and development of the student teacher.
5. Realizes he is doing something beyond the normal expectations and expresses pride in his efforts.
6. Recognizes that his pupils benefit from properly guided teaching by another personality; and that this interaction has a positive influence upon learning.
7. Can foresee that the student teacher may make many fine contributions to his class.

Engle and Sharpe propose that a supervising teacher having these basic characteristics could be given the following duties and responsibilities (23):

1. To organize and prepare the class for the student teacher and to introduce him in such a way that he will have the security of being accepted as a co-teacher, not as an inexperienced beginner.
2. To discuss with the student teacher such matters as:
 - a. The personnel and organization of the class.
 - b. The objectives of the course.
 - c. Rules of conduct of the class.
 - d. Routine matters of the department and school.

3. To inform the student teacher concerning available teaching aids and how they may be secured.

4. To work with the college supervisor concerning procedures for helping the student teacher improve his personality, dress, speech, class demeanor, subject knowledge, etc.

5. To establish a rapport with the student teacher in order that he will feel at ease around the supervising teacher, the class, and the other members of the school staff.

6. To provide helpful supervision:

a. At the discretion of the supervising teacher, the student teacher should be left alone in the class so that he will feel completely responsible.

b. When in the classroom the supervising teacher should stay in the background as much as possible and not create an attitude of constant checking.

c. The supervising teacher should observe professional ethics and use diplomacy in giving help.

7. To demonstrate techniques and methods before expecting the student teacher to start in actual teaching.

8. To allow the student teacher, within reason, to try methods he knows other than those practiced by the supervising teacher.

9. To consult with the resident coordinator and make written evaluations of the student teachers effectiveness in the classroom.

10. To offer suggestions and guidance so that the student teacher might have a well rounded social life while residing in the community.



Questionnaire Results from the Sample
of Supervising Teachers

Figure 1 presents a breakdown of the basic groupings within which the returns were analyzed. Of the 230 questionnaires sent out, 167, or 72.6 per cent, were completed and returned within the interval of time designated by the investigator. Figure 1 shows the returns were about equal with the exception of the Southwestern Michigan center, which offered a somewhat higher return.

Using the previously listed characteristics and duties of a supervising teacher as a basis for the questionnaire, it was developed and distributed in order that the study might bring out more specifically some of the inherent feelings of the Michigan State University supervising teachers on the different phases of the program. The initial parts of the study revealed that there were many more phases in the over-all resident student teaching program, with numerous variations from center to center, than were included in this instrument. Extreme caution was taken to select only those items which were considered fundamental to the program so that the questionnaire would offer ample suggestions to stimulate the reactions of the participating supervising teachers. Through this process it was possible to determine the degree of agreement of the supervising teachers with the expectations of the Michigan State University Department of Teacher Education.

As has been stated previously, the questionnaire was divided into three major parts. The first two parts constituted a major question which was answered by the tabulation of the replies to statements related

[illegible]

FIGURE 1

BASIC GROUPINGS IN WHICH SUPERVISING TEACHER PARTICIPANTS
WERE PLACED FOR COMPARATIVE PURPOSES

Battle Creek - Resident Center

57 responses,
representing 73.6%

Birmingham - Resident Center

60 responses,
representing 60%

Supervising Teachers

230 responses,
representing 72.6%

Grand Rapids - Resident Center

51 responses,
representing 58.8%Southwestern Michigan Resident
Center62 responses,
representing 95.1%

to this phase of the program. For purpose of clarity this part of the data is presented and interpreted in three parts, corresponding to those in the questionnaire. Table I presents the total frequency count of supervising teachers in the four original centers.

Interpretation of the Data

Three basic questions are constantly raised with regard to utilizing the facilities of a public school system for the professional laboratory experiences of a prospective teacher:

1. Are there benefits derived from a supervising teacher's participation in the program?
2. Are there problems created by a supervising teacher's participation in the program?
3. Are there recommendations for the improvement of the program?

Benefits from Participation in the Program

The compiled data in Table I offers significant evidence that there are certain benefits to the supervising teacher as the result of serving as a supervising teacher. The frequency counts were computed to percentages so that the positive versus the negative reactions could be better interpreted.

In the pilot study it was determined that there were at least ten basic benefits derived from participation in the program. The first concerned available time for the supervising teacher to participate in various activities such as professional visitation and meetings, doing research work, etc., while the student teacher had the responsibility of the



TABLE I
TOTAL FREQUENCY RESPONSE OF SUPERVISING TEACHERS

Four Original Centers Battle Creek, Birmingham, Grand Rapids, Southwestern Michigan			
	(percentages)		
	Yes	No	Neutral or No Response
Part I - Benefits:			
More time	68.2	25.7	6.1
Self-Evaluation	94.0	2.3	3.7
Newer Trends	69.4	23.3	6.8
Instruction Improved	68.2	14.3	17.5
Assistance Offered	94.0	2.9	3.1
More help	92.2	2.3	5.5
Personal Satisfaction	97.0	.5	2.5
Pupils Stimulated	59.8	18.5	21.7
More Work	74.2	23.3	2.5
Local Recognition	37.7	44.8	27.5

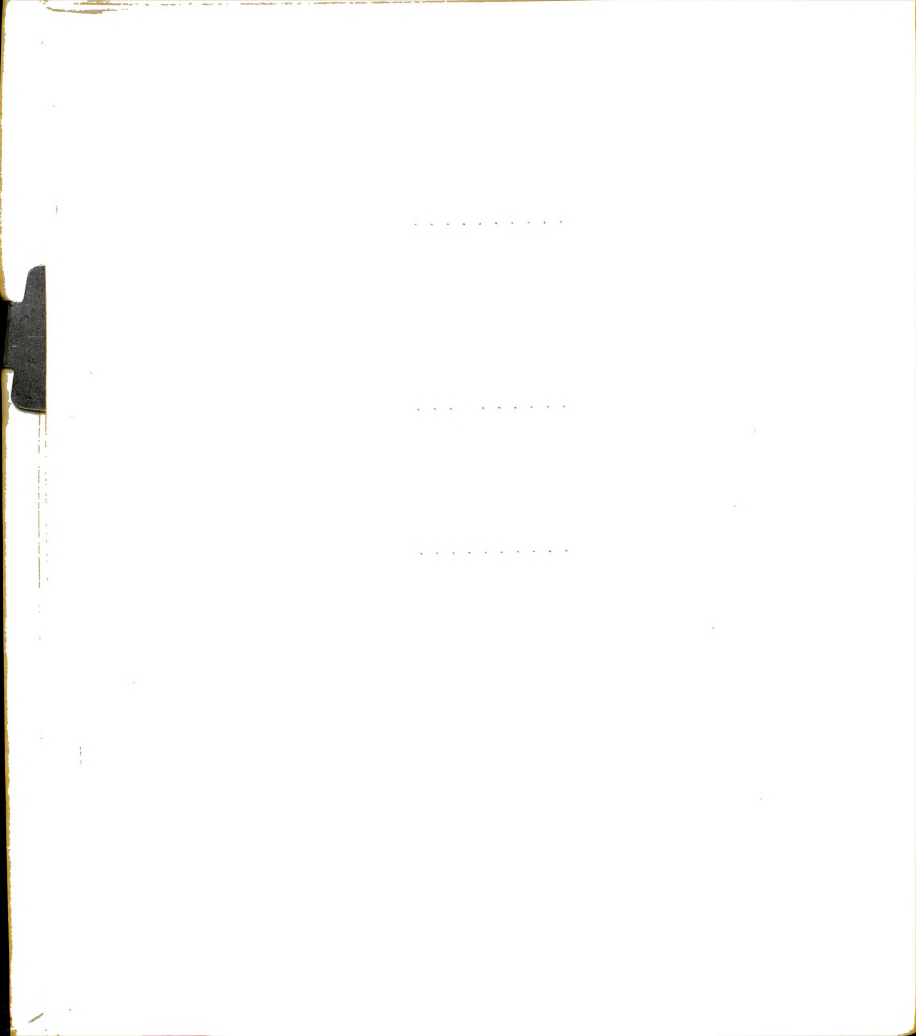


TABLE I (cont.)

Four Original Centers
Battle Creek, Birmingham, Grand Rapids, Southwestern Michigan
(percentages)

	Yes	No	Neutral or No Response
Part II - Problems			
Lack of time	67.0	26.9	6.1
Pupil Discipline	50.2	36.5	13.3
Excessive Assistance	30.5	55.0	14.5
Lack of Academic Information	53.2	26.9	19.9
Not in Fall Quarter	30.5	46.1	23.4
Re-teaching	50.8	41.3	7.8
Teaching Interrupted	23.3	68.9	7.8
Improper Screening	22.1	56.2	21.7
Too Much Work For M.S.U.	12.5	70.6	6.9
Too Much Freedom	5.9	77.9	16.2
Responsibility Outweighs Assistance	30.5	50.2	19.3



class. Of all the respondents, 68.2 per cent indicated that this was of benefit with only 6.1 per cent offering a neutral response or failing to answer.

Does the program stimulate the supervising teacher to do a more careful evaluation of her usual classroom practices? The data would certainly indicate that this is true. The total response offered 94 per cent "yes," 2.3 per cent "no," and 3.7 per cent "neutral or no response." It is interesting to note that in two-thirds of the cases the positive answer appeared in the mid 90 per cent range.

The student teacher "sharing his knowledge of 'newer' trends" is beneficial to the supervising teacher. In this area of benefits the total frequency count was 69.4 per cent "yes," 23.3 per cent "no," and 6.8 per cent "neutral or no response." The analysis of these responses did not reveal this to be especially high in any of the centers but sufficiently so that it might be considered of significant benefit.

Classroom instruction was improved because of more careful planning and the use of "newer" ideas. Here again the participants in all four centers responded similarly. In this instance the "yes" responses were 68.2 per cent as opposed to 14.3 per cent responding "no." It is interesting to note that there were 17.5 per cent "neutral or no responses" to this point.

The total response indicated very strongly that supervising teachers feel they are helped by student teachers' assisting in such duties as record keeping, grading papers, formulating bulletin boards, etc., by a 94 per cent margin.



That more individual help could be given with two teachers in the classroom was said to have been a benefit by 92.2 per cent of the respondents.

It was practically unanimous among supervising teachers (97 per cent "yes," 5 per cent "no," and 2.5 per cent "neutral or no response") that there was personal satisfaction acquired from helping a prospective teacher grow.

Are pupils stimulated by the presence of a younger teacher in the classroom? The total calculated responses revealed 59.8 per cent "yes," 18.5 per cent "no," and 21.7 per cent "neutral or no response;" with such a high percentage not responding to this point, it can only be assumed that supervising teachers do not consider this as beneficial as some of the other practices listed.

The fact that more work can be accomplished by having an assistant in the person of a student teacher was noted as beneficial by 74.2 per cent or three-fourths of the respondents.

Is a final benefit to be found in local recognition gained by serving as a supervising teacher? The total frequency count revealed 37.7 per cent "yes," 44.8 per cent "no," and 27.5 per cent "no response or neutral." With more than one-fourth of the participants offering no response, it would seem that the group did not understand or agree upon the meaning of the term "local recognition." The evidence offered by these data would not classify this as a benefit to be derived from serving as a supervising teacher.

Since the questionnaire did ask each participant to add benefits derived from serving as a supervising teacher, those which were named most frequently are listed here:

1. The student teacher offers the supervising teacher a good criterion for self-evaluation.
2. The student teacher, by force of personality, often reaches some students the supervising teacher cannot.
3. A teacher can view her class in a more objective way when the student teacher is teaching.
4. The supervising teacher can have more time for the individual needs of her pupils.
5. Usually the class is proud to have a student teacher, and this tends to stimulate it.
6. The supervising teachers benefit by contact with the co-ordinator and other personnel of the Michigan State University faculty.
7. The supervising teacher can better interpret the school to the community while the student teacher absorbs some of her duties.

Problems Created by Participation in the Program

As a result of extensive study, certain factors were established as problems created by participation in the program, and the participants were asked to react to them.

One of these problems which was indicated "yes" by 67 per cent of the respondents was that there was a lack of time for satisfactory conferences and planning periods with the student teacher.

Do pupil discipline problems develop which would probably not occur under the regular teacher? Here the results offer a slight edge toward the "yes," 50.2 per cent, but quite a high negative response, 36.5 per cent. In view of the fact that 13.3 per cent of the participants gave a "neutral or no response" it would seem that this is a problem for about 50 per cent of the supervisory teachers.

Does the student teacher require an excessive amount of help in learning how to plan her work? Here again the evidence indicates such a small difference that it can be assumed to be of no significance ("yes" 30.5 per cent; "no" 55 per cent; and 14.5 per cent "no response or neutral.")

Do student teachers have sufficient information in subject areas to teach effectively? With only three-fifths of the participants responding either positive or negative, the data revealed that this is considered a problem by a high percentage.

In asking the supervising teacher whether he preferred having a student teacher any term except the fall, the difference in response was so small that it would indicate a "no preference" (30.5 per cent "yes," 46.1 per cent "no," and 23.4 per cent "no response or neutral response.")

A few supervising teachers indicated that there was a problem of "reteaching" after having student teachers in their class. The number indicating "yes," 50.8 per cent, as compared to those saying "no," 41.3 per cent, were so nearly the same that this could not be declared a major problem.

The ratio of responses pointed out rather conclusively that the student teacher was not interrupted too often by university classes and



related activities (23.3 per cent "yes," 68.9 per cent "no," 7.8 per cent "neutral or no response").

As to whether there was proper screening of student teachers before placement, the participants responded 22.1 per cent "yes," 56.2 per cent "no," and 21.7 per cent "no response or neutral." Taking the frequency count as presented here, this would not be considered a problem by the majority of supervising teachers.

The data pointed out very conclusively that the supervising teachers did not feel that the university required too much work from the student teacher which might be detrimental to his success in the classroom. Here we find 12.5 per cent "yes," 70.6 per cent "no," and 6.9 per cent "neutral or no response."

Is too much freedom offered the supervising teacher in the Michigan State University program? The data shows the responses to be 5.9 per cent "yes," 77.9 per cent "no," and 16.2 per cent "neutral or no response." This evidence indicates that the supervising teacher does not feel he is being offered too much freedom in the program studied.

Does the extra responsibility of having a student teacher outweigh the assistance afforded by one? Of the total responses, 30.5 per cent positive, 50.2 per cent negative, and 19.3 per cent "neutral or no response." It can be rather safely assumed that the extra responsibility¹ does not outweigh the assistance.

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For the complete table on frequency response see Appendix F.

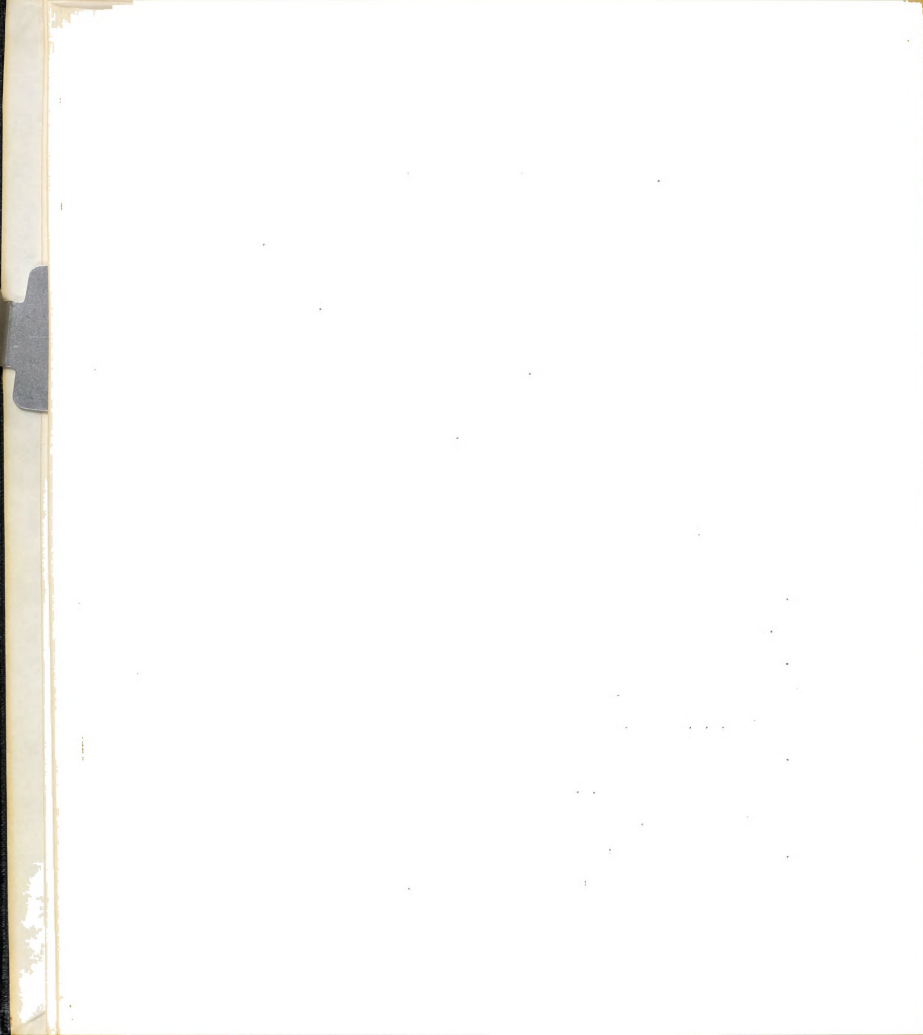


Recommendation for Improvement of the Program

That there are certain inherent variations between the four centers is an established fact. With this in mind the investigator hoped the study might bring out some recommendations from the supervising teachers which might be of particular interest in one specific center or another. Strangely enough, the recommendations were found to be very similar in nature and, in many cases, applicable to any of the four centers. In order to determine which of these recommendations are the most important, an additional study would be necessary. As that is impractical at this time, the recommendations will be given in order of frequency mentioned by the supervising teachers of the four centers. No frequency of response was calculated since the recommendations do vary in degree within the content of the statement and with particular usage from one center to another.

The study revealed the following high frequency recommendations:

1. Supervising teacher should receive some remuneration for her services.
2. The university should offer more orientation and instruction for the supervising teacher. Every supervising teacher should be required to take this M.S.U. course.
3. The university should establish more specific requirements for being a supervising teacher: i.e., never let a first year teacher serve as a supervising teacher.
4. Re-arrange students' schedule so that the seminar class would not take time from the students' actual teaching time.



5. Supervising teacher never have more than one student teacher in one year.
6. Allow supervising teacher the time and opportunity to visit the campus and observe the courses taken by the student teachers.
7. All students should take some theory courses after completing student teaching.
8. Students should have more than one term of student teaching.
9. The university should put more emphasis on training prospective teachers at the kindergarten and junior high levels.

Needless to say, there were other recommendations in the responses but many were of an individualistic nature and consequently there was not sufficient frequency to merit listing them.

Summary

Attention was first given to the function of a supervising teacher as outlined by the Office of Student Teaching. With this group of activities in mind, the frequency responses on the supervising teacher questionnaire were analyzed to determine the correlation between the expectations of the university and the feelings of the supervising teachers toward having a student teacher.

The reactions of the supervising teachers were acquired through two basic questions:

1. Are there benefits derived from participation in such a program.
2. Are there problems created by participation in the program?



The responses to the ten benefits and eleven problems listed in the questionnaire show that there are more benefits from, than problems created by, participation in the full-time resident student teaching program.

A comparison of the frequency responses in each of the four centers revealed a relatively high correlation between each of the centers in both the beneficial and problem areas. Likewise, the written responses to these two questions were highly correlated among the four centers.

The data revealed, rather conclusively, that the supervising teacher who worked in the program during the first two years of operation were generally in strong agreement with the duties and responsibilities established by the Office of Student Teaching.



CHAPTER VI

PRESENTATION AND INTERPRETATION OF THE DATA SUBMITTED BY STUDENT TEACHERS

Description of the Questionnaire

This chapter is concerned with analysis of the data concerning the reactions of student teachers to the program.

The participants were grouped according to the four centers in which they previously took student teaching. The questionnaire was arranged in two major parts: (I) factors directly related to the school or the classroom, (II) miscellaneous factors pertaining to the student teaching experience. Part I of the instrument was sub-divided into (A) community activities, (B) general classroom teaching experiences and (C) school related experiences outside the classroom. The general classroom teaching experiences were further divided into (1) specific classroom teaching experiences, (2) teaching aids, (3) evaluation, and (4) miscellaneous classroom teaching experiences. A total of 255 questionnaires were sent out and 175 were completed and returned--a total return of 72.6 per cent.

As the contents of the questionnaire were grouped to facilitate their being answered, the data will be presented and interpreted in the same order. In view of the fact that the purpose of this study was not to compare one center to another or one center to the other three, only the total frequency count data for all four centers will be utilized in the interpretation.¹

¹For the complete table on frequency response for each center see Appendix G.



Figure 2 presents a breakdown of the basic groupings in which the responses were analyzed.

Interpretation of the Data

In studying the total frequency counts the data revealed the following facts concerning student teachers:

1. Community activities - Attendance at P.T.A. meetings was most important as was indicated by a 65 per cent positive response. Attendance at one or more meetings of a local service club was shown to have had value with a 69 per cent positive response (of this number only 46.1 per cent had actually participated in the activity. 66.3 per cent indicated that it was very desirable to attend church or Sunday School in the community in which they were student teaching and had been involved in this experience. With regard to having participated in a community function, 37.6 per cent indicated that it was desirable but had not been involved in the experience, whereas 21.8 per cent described it as desirable and were involved. 68.6 per cent were not involved in the activity but felt it was desirable that a student teacher serve a community service effort. With regard to studying the community through one or more visits with local government officials, 92.6 per cent agreed that this activity was very desirable although only 65.8 per cent of this number had been personally involved. 61.2 per cent of the participants had visited one or more phases of the business, industrial and/or agricultural industry of the community and indicated that this activity was very desirable.



FIGURE 2

BASIC GROUPINGS IN WHICH STUDENT TEACHER PARTICIPANTS
WERE PLACED FOR COMPARATIVE PURPOSES

Battle Creek Resident Center

64 responses
representing 62%

Birmingham Resident Center

61 responses,
representing 70%

Student Teacher Alumni

255 responses,
representing 68.5%

Grand Rapids Resident Center

62 responses,
representing 70%Southwestern Michigan Resident
Center68 responses,
representing 70%



2. General classroom teaching experiences - 89.6 per cent of the participants were involved in teaching all or part of the lessons within a unit planned by themselves and indicated that it was essential. 53.1 per cent were involved and indicated that forming student committees and allowing for individual differences was very desirable. 90.8 per cent of the participants were involved in and indicated that it was essential to plan class activities which were in accordance with individual differences. Teacher-pupil planning was participated in by 66.5 per cent of the student teachers and declared essential by this group. 84.6 per cent used an interest approach in each lesson taught and felt it was essential. 81.1 per cent were involved in and felt it was very desirable to call upon and use their own experiences to illustrate the lesson being taught. 82.2 per cent provided opportunity for pupil self-direction through the use of committees, class discussion, reports, and demonstrations and indicated that it was very desirable. 94.2 per cent had the opportunity to be in charge of the classroom without the presence of the supervising teacher and indicated that it was essential. 57.5 per cent organized student leaders and marked it essential. 82.6 per cent planned with the supervising teacher and found that it was an essential experience in student teaching. 76 per cent solved classroom problems through the scientific method and indicated this to be very desirable.

Pertaining to teaching aids, 90.2 per cent of the respondents set up and used visual aids in their teaching experience and declared them essential to their experience. In using local industrial, business, trade or agricultural resources in teaching one or more lessons, 80.9 per cent indicated this was very desirable, although only 30.5 per cent of that

number has actually been involved in this experience. 69.4 per cent considered it desirable that students supplement teaching materials, but 12.6 per cent had not been involved in such an experience. 72.7 per cent prepared a bulletin board display related to the lesson taught and considered it essential. 80.4 per cent indicated that it was very desirable to plan and arrange room facilities according to the students' desires while actually engaged in student teaching, although 32.6 per cent of this number were not allowed to do so. 98.1 per cent of the participants indicated that the selection of study materials geared to individual differences was essential, although 25.6 per cent were not permitted to do so. 86.2 per cent indicated that planning, directing, and evaluating a field trip was essential, with only 39.6 per cent of that response being involved in the experience.

With regard to classroom evaluation, 97.7 per cent declared it essential that the student teacher construct, administer, and evaluate an examination; although 24.8 per cent of these were not allowed to do so. Of the 95.8 per cent who felt that student teacher evaluation and reporting of pupil achievement was essential, 11.9 per cent were not involved in this experience. Of the 63.1 per cent responding desirable to assisting the supervising teacher in grading papers for classes other than the student teachers, 29.8 per cent were involved and 33.3 per cent were not involved.

Concerning miscellaneous classroom teaching experiences, 92.8 per cent responded essential to the use of records which provided information about each child. Of this number only 8 per cent had not been directly



involved in the experience. 93.6 per cent felt it essential to acquire information about an individual student from the school records and apply it toward the solution of a problem, although 18.9 per cent of these had not done so during their experience. Even though 78 per cent of the participants felt that a case study should be made of a pupil, the distribution was about even between those indicating this essential and desirable, and those who were involved as opposed to those who were not involved in this activity. 98 per cent responded "essential" to assisting pupils in remedial work with 29 per cent of these not being actively involved. 92 per cent of the returns indicated that it was essential to observe other teachers of the same grade (subject) level, although 12.2 per cent of these participants were not involved; likewise 92 per cent felt it was essential to observe teachers of grades other than the ones in which they were teaching, with 7.9 per cent of these not being involved. 96.4 per cent of the participants visited with other teachers during their free period, recess, lunch period, etc., and declared it "essential." 95.3 per cent thought it essential that the student teacher administer appropriate punishment to pupils and 88 per cent of these responses were involved in this activity.

3. School related experiences outside the classroom - 91.6 per cent of the participants felt it very desirable that a student teacher attend a school function carried on outside of school. Of this number 9.8 per cent did not participate in this activity. 89.9 per cent indicated it was desirable to attend regular faculty meetings, although 9.1 per cent did not. 86 per cent indicated it was desirable to attend a district



M.E.A. meeting, although 45.7 per cent did not attend one or more. 84.7 per cent indicated it was desirable to attend a regional M.E.A. meeting, although 55.4 per cent did not attend. 81.6 per cent signified it was desirable to attend faculty club meetings, although 42.8 per cent did not. 67.4 per cent responded desirable to functioning on a faculty club committee, but 60.1 per cent did not become involved. 78.9 per cent indicated it was very desirable to attend a meeting of a faculty committee on curriculum, although 41.1 per cent of these did not participate in such activity. 90.7 per cent reported "very desirable" to attending social functions as a guest of the supervising teacher, with 36 per cent of those reporting not becoming involved. 81.7 per cent indicated "very desirable" visiting in the home of one or more of the local school teachers with 14.7 per cent not doing so. 47.5 per cent of the participants visited in the home of one or more of the students, although 78.9 per cent signified that this was very desirable. Of the 81.5 per cent who indicated it was desirable to counsel with administrators about future plans, 29.6 per cent did not do so. Of the 83.1 per cent who indicated it was desirable to have a conference with the principal, 36.1 per cent did not. Of the 86.4 per cent who indicated it was desirable to have a conference with the superintendent, 48.6 per cent did not. Although 75.6 per cent indicated it was desirable to confer with the guidance director, 53.7 per cent failed to do so. Of the 74.9 per cent indicating desirability of conferring with the school nurse, 57.9 per cent did not avail themselves of this opportunity. 58.7 per cent reported desirable to confer with the school custodian and 40.5 per

cent failed to do so. 63.2 per cent replied desirable to conferring with the Director of Vocational Education, although 49.7 per cent chose not to do so. Of the 80.6 per cent who indicated it was very desirable to discuss plans with the college co-ordinator, 18.8 per cent of this group were not involved in the experience. 61.4 per cent of the returns indicated that it was desirable to act on noon-hour supervision on at least one or more occasions. Of this number 32.5 per cent were not involved in the activity. 88.8 per cent felt it was most desirable to serve as sponsor or co-sponsor of some extra-curricular activity.

The second part of the questionnaire dealt with miscellaneous items which could not have been grouped with any of those previously discussed. As it was assumed that every student teacher would be involved in these areas, the choice of answers could be somewhat different. Each participant was asked to mark the statements either (a) an enjoyable experience in my case, or (b) somewhat troublesome but solved satisfactorily, or (c) a problem I never felt was completely resolved in my experience, or (d) not a problem in my case.

With regard to securing adequate housing, the tabulated data disclosed that only 9.8 per cent of all the responses labeled this a problem which was never resolved.

It was found that only 2.8 per cent of those responding never found a suitable place to eat their meals.

The data showed 4.5 per cent of the participants experienced an unsolved problem in becoming familiar with the community facilities.

The frequency count revealed that 3.2 per cent of the student teachers questioned never solved the problem of locating and attending a church of their denomination.

It was revealed that 15.4 per cent indicated they never solved the problem of meeting and socializing with people in the community.

The data showed 17.4 per cent of the participants felt the need of opportunity for social activities.

Only 2.2 per cent indicated meeting and talking freely with other staff members was an unsolved problem for them.

It was determined that 2.8 per cent of the participants found insufficient time to become acquainted before having to take over the teaching responsibilities.

An unsolved problem in 16.6 per cent of the cases was insufficient instruction by the administration or supervising teacher regarding location of and contents of school records.

Another unsolved problem in 2.2 per cent of the situations was that the student teacher was given too much responsibility at one time.

Not being permitted a proper degree of freedom in lesson arrangement and teaching was an unsolved problem for 13.7 per cent of those responding.

It was found that 6.8 per cent found it difficult to learn of the school and community resources available for instructional purposes.

The data revealed that 9.8 per cent indicated an unsolved problem in learning of and interpreting school policy.

Getting adequate advice from the supervising teacher was found to be an unsolved problem for 17.1 per cent of those responding.



The feeling of professional closeness was another unsolved problem with 11.4 per cent of the participants.

The last unsolved problem was the need of more time with the college co-ordinator which was experienced by 16 per cent of those who responded.

Table II presents the total frequency responses made by the student teacher participants in all four centers. This table presents the frequency count (in percentages) for the fringe areas, such as "some value" and "no value" as well as the "essential," "very desirable," and "desirable" areas.

Formulating a Criteria

The survey of the literature proved conclusively that there is no criteria available which could be used to evaluate such a program as that of Michigan State University.

As has been previously mentioned, each teacher training institution has its own program of student teaching and so each has its own standards for evaluating that program. It is one of the purposes of the study to develop criteria which might be useful in evaluation.

After the data were tabulated and analyzed, it was assumed that those items which had the highest frequency count were considered either "essential," "very desirable," or "desirable" by students who had taken student teaching in this program. The items selected for use in these criteria were those in which the frequency count was highest in the "essential," "very desirable," or "desirable" columns. The degree of student teacher involvement had an effect on the selection and no item



TABLE II
TOTAL FREQUENCY RESPONSES OF STUDENT TEACHERS

	Four Centers									
	<u>Involved In</u>					<u>Not Involved In</u>				
	Essential	Very Desirable	Desirable	Some Value	No Value	Essential	Very Desirable	Desirable	Some Value	No Value
										No Value or Neutral or No Response
Part I - Community Activities:										
Attended P.T.A.	22.8	20.0	22.2	12.6	1.1	0.5	3.4	6.2	4.0	1.7
Attended Clubs	2.2	13.7	10.2	20.0	1.7	3.4	5.7	12.0	18.3	6.8
Attended Church	30.3	21.8	14.2	2.2	0.0	3.4	5.7	12.0	5.7	0.5
Community Function	6.2	9.8	6.8	2.8	1.1	2.2	10.2	25.2	27.0	5.1
Community Service	1.1	10.2	5.7	0.5	0.5	1.7	20.0	24.0	24.6	5.1
Studied Community	6.2	11.4	28.2	5.1	0.5	3.4	18.0	15.4	10.2	1.1
Local Visits	18.9	24.0	18.3	13.7	0.5	2.2	6.2	5.7	3.4	0.5
Community Resources	11.4	15.4	8.6	4.5	0.0	2.2	14.8	30.9	8.0	0.5
Taught Lessons	75.4	14.2	0.0	0.0	0.0	3.4	1.1	0.0	0.5	0.0
Formed Student Comm.	23.4	24.0	5.7	1.1	0.5	6.2	9.2	9.8	9.2	1.1
Planned Activities	58.8	23.4	8.6	3.4	0.5	5.3	0.0	0.0	0.0	0.0
Teacher-Pupil Plan	44.6	18.9	4.0	2.8	2.2	10.2	3.4	0.5	4.0	0.0
Interest Approach	40.0	33.8	10.8	0.5	0.5	1.7	1.7	2.2	0.5	0.0
Used Experience	28.5	32.6	20.0	1.1	0.5	0.0	0.5	2.2	2.2	0.0
Pupil Direction	38.8	36.6	7.4	1.7	0.5	4.5	3.4	3.4	0.5	0.0
Taught Alone	83.4	6.8	4.0	0.0	1.1	1.1	0.0	1.1	0.0	0.0
Student Leaders	31.5	20.0	6.2	6.8	0.5	9.8	4.5	12.0	5.1	0.5



TABLE II (cont.)

Four Centers

	Involved In					Not Involved In					
	Essential	Very Desirable	Desirable	Some Value	No Value	Essential	Very Desirable	Desirable	Some Value	No Value	Neutral or No Response
Lesson Plans	56.6	10.8	15.4	1.7	0.5	2.8	0.0	1.1	0.7	0.0	7.0
Planned Well	78.8	8.6	1.1	0.0	0.5	5.7	2.8	0.0	0.0	0.0	1.5
Scientific Method	11.4	32.0	32.6	2.8	1.1	2.2	2.8	4.5	0.0	1.1	6.3
Used Visual Aids	39.4	28.2	12.6	1.7	0.5	3.4	4.5	0.0	0.5	0.0	9.2
Local Resources	18.3	20.0	2.2	2.2	0.5	16.0	17.2	18.9	5.2	0.0	0.0
Students Supplement	27.0	27.6	14.8	4.5	1.1	5.1	12.6	7.4	0.0	0.0	0.0
Bulletin Board	50.8	19.5	11.4	0.0	0.5	5.1	4.0	1.1	2.2	1.7	0.5
Arranged Room	24.0	21.2	12.6	1.1	0.0	12.6	10.2	9.8	4.5	0.0	4.8
Study Materials	22.2	30.3	17.7	0.0	0.5	12.0	6.2	7.4	0.5	0.5	2.7
Field Trip	26.4	9.8	3.4	1.1	0.0	14.2	22.2	12.0	4.5	4.5	1.9
Examined	44.0	17.2	1.7	0.5	0.0	12.0	6.8	6.2	1.1	2.2	8.3
Pupil Achievement	59.4	18.3	6.2	0.5	0.0	4.0	6.8	1.1	0.0	0.5	3.2
Graded Papers	22.8	4.8	2.2	6.8	0.0	4.5	8.6	22.2	8.0	10.8	9.2
Used Records	15.8	28.2	10.8	6.8	0.0	4.5	3.5	0.0	0.0	0.0	0.0
School Records	45.2	15.4	14.2	1.1	0.0	7.4	6.8	4.6	1.1	0.5	0.0
Made Case Study	22.2	12.6	11.4	1.1	0.0	5.7	10.8	15.4	16.0	4.5	0.3
Did Remedial Work	40.6	22.2	6.2	0.5	0.5	6.2	11.4	11.4	0.0	0.5	0.5
Observed in Area	59.4	16.6	5.1	2.2	0.5	6.8	4.0	2.2	0.0	0.0	4.2
Observed Others	57.2	17.7	9.2	5.7	0.5	3.4	2.8	1.7	0.0	0.0	1.8
Visited Teachers	78.4	10.0	8.0	0.5	0.5	1.1	0.5	0.5	0.5	0.0	0.0
Punished Pupils	57.2	24.0	6.8	0.5	0.5	2.8	2.8	1.7	0.0	0.0	3.7

TABLE II (cont.)

	Involved In					Not Involved In				
	Essential	Very Desirable	Desirable	Some Value	No Value	Essential	Very Desirable	Desirable	Some Value	No Value
Outside School										
Function	38.8	25.8	17.2	2.8	0.0	0.5	4.5	4.8	3.4	0.0
Attended Faculty	47.4	24.6	6.8	4.5	1.1	1.7	4.0	3.4	3.4	0.0
Meeting										
Attended District	4.5	9.8	16.0	2.2	1.1	5.1	13.2	26.4	6.8	5.1
M.E.A.										
Attended Regional										
M.E.A.	2.2	5.1	20.0	1.7	0.5	5.1	20.6	29.7	7.4	5.7
Faculty Club Mfg.	7.4	11.4	20.0	1.7	1.7	5.1	8.0	29.7	9.8	2.2
Faculty Club Comm.	1.7	3.4	2.2	3.4	1.1	2.2	26.4	31.5	17.2	5.7
Curriculum Mfg.	9.8	17.2	10.8	5.1	4.5	4.5	17.7	18.9	8.0	2.8
Social Functions	19.5	22.2	11.4	0.5	0.2	4.0	14.8	17.2	10.2	0.0
Visited Teacher	20.0	22.2	22.8	1.1	0.5	0.5	2.2	12.0	12.6	2.8
Visited Pupil	9.8	14.8	6.8	4.0	0.0	8.0	18.9	20.6	12.6	2.2
Future Plans	9.8	23.4	18.9	1.7	0.0	4.5	11.4	13.7	8.6	2.8
Conference Prin.	19.5	17.7	10.8	0.5	2.8	8.0	8.6	19.5	7.4	2.8
Conference Supt.	13.2	7.4	17.2	1.7	0.0	8.6	14.2	25.8	8.6	0.4
Conference Guidance	13.7	21.2	0.0	1.7	0.0	11.4	18.9	23.4	9.8	0.0
Conference Librarian	3.4	7.4	6.2	2.8	8.1	9.2	17.2	31.5	13.7	0.0
Conference Nurse	5.1	10.2	6.8	3.4	0.0	8.6	21.2	22.2	14.2	4.0
Conference Custodian	6.2	9.2	2.8	5.7	1.7	4.5	12.0	24.0	19.5	5.7
Conference Voc.Ed.	4.5	6.8	2.2	2.2	2.8	8.0	17.7	24.0	13.7	5.7
Conf. Coordinator	18.9	25.2	17.7	1.7	1.7	0.0	10.2	8.6	5.1	2.4
Noon Hour Duty	18.3	3.4	17.2	2.2	2.2	1.1	17.2	14.2	16.6	6.2
Served as Sponsor	17.2	13.7	4.0	1.1	0.0	8.0	18.9	27.0	5.7	1.1



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TABLE II (cont.)

	Four Centers				
	Enjoyable Experience	Troublesome But Solved	Problem Never Solved	No Problem	Neutral or No Response
Part II - Miscellaneous Items:					
Housing	30.3	25.2	9.8	30.3	4.4
Meals	28.2	6.2	2.8	60.8	2.2
Transportation	19.5	21.2	4.5	52.0	2.8
Know the Community	56.0	10.8	1.2	32.0	0.0
Church	33.2	3.8	3.2	60.6	0.0
Socializing	44.7	4.5	15.4	35.4	0.4
Social Activities	33.8	10.2	17.2	35.4	3.4
Other Staff	66.4	8.6	2.2	17.2	5.6
Lack of Time	12.6	13.2	2.8	69.2	2.2
Lack of Instruction	8.6	4.5	16.6	70.3	0.0
Too Much Responsibility	11.4	16.6	2.2	68.0	1.8
Freedom in Planning	50.2	4.1	13.7	32.0	0.0
Instructional Resources	8.0	16.6	6.8	68.6	0.0
School Policy	8.0	16.4	9.8	65.8	0.0
Adequate Advice	44.0	4.5	17.1	34.4	0.0
Professional Closeness	64.0	6.8	11.4	14.8	3.0
Lack Time For Co-ordinator	6.8	8.0	16.0	50.8	18.4



was chosen unless there was a significantly high positive frequency count from those participants who were involved in the experience. In Part II, only those items were used which had a high frequency count in the a-problem-I-never-felt-was-completely-resolved-in-my-experience group.

As a result of this study it is recommended that the following items be used as criteria for the evaluation of the Michigan State University full-time resident student teaching program in part or total. Assuming from the data that every student teacher would be involved in each of these activities (to a certain extent), it is recommended that in any future evaluation the following items be used in the instrument and responded to either negatively or positively.

Evaluative Criteria

Community activities:

1. Did you attend one or more P.T.A. meetings? yes ___ no ___
2. Did you attend church or Sunday School? yes ___ no ___
3. Did you visit one or more phases of the business, industrial, and/or agricultural industry of the community? yes ___ no ___

General Classroom Teaching Experiences

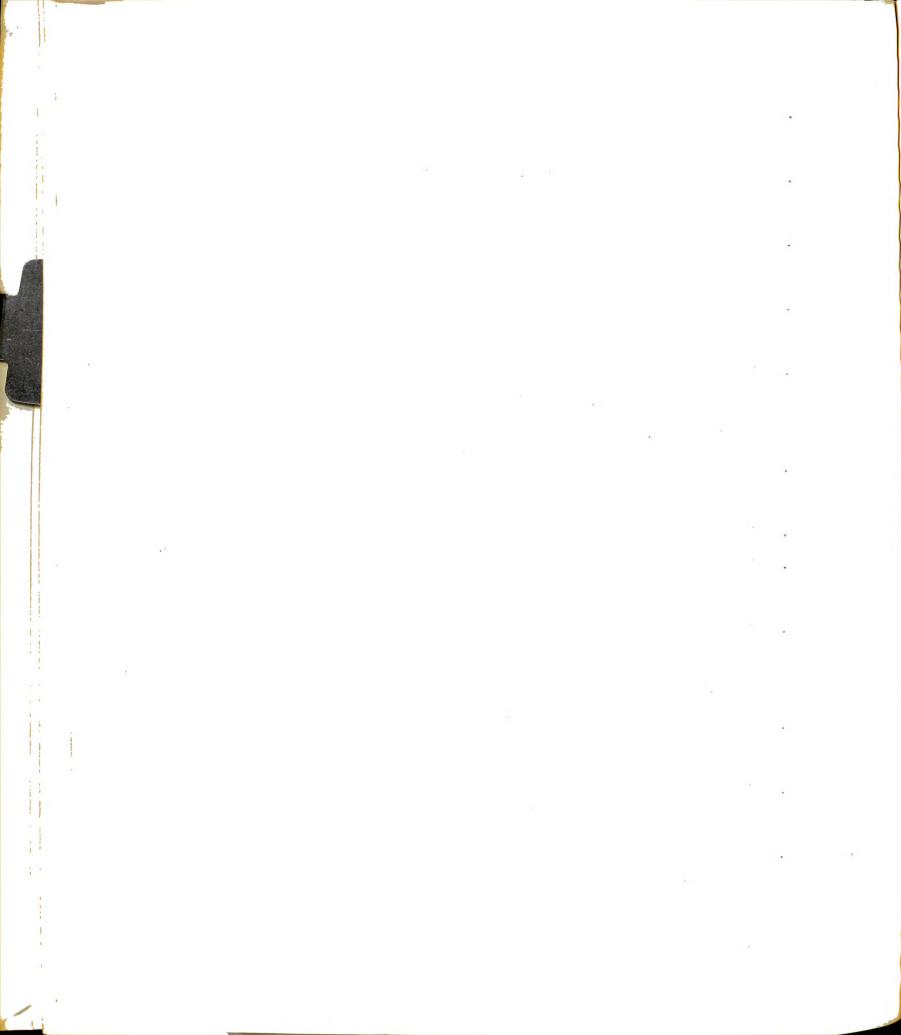
Specific classroom experiences:

1. Did you teach all or part of the lessons within a unit which you planned? yes ___ no ___
2. Did you form student committees to allow for individual differences? yes ___ no ___

3. Did you plan class activities which were in accordance with individual needs and differences? yes ___ no ___
4. Did you participate in teacher-pupil planning in arranging for the lessons taught? yes ___ no ___
5. Did you use an interest approach in each lesson taught? yes ___ no ___
6. Did you call upon and use your own experience to illustrate the lesson being taught? yes ___ no ___
7. Did you provide opportunity for pupil self direction through the use of committees, class discussion, reports, demonstrations, etc.? yes ___ no ___
8. Were you ever in charge of the classroom without the presence of the supervising teacher? yes ___ no ___
9. Did you make daily lesson plans? yes ___ no ___
10. Did you do your planning with the supervising teacher? yes ___ no ___
11. Did you solve classroom problems through the scientific method, whenever possible? yes ___ no ___

Teaching aids:

12. Did you set up and use visual aids in your experience? yes ___ no ___
13. Did you invite students to supplement teaching materials? yes ___ no ___
14. Did you prepare bulletin board displays related to the lesson being taught? yes ___ no ___



15. Did you select study materials which were geared to the individual differences? yes ___ no ___

Evaluation:

16. Did you construct, administer, and evaluate an examination?
yes ___ no ___
17. Did you participate in the evaluation and reporting of pupil achievement? yes ___ no ___

Miscellaneous classroom teaching experiences:

18. Did you use records which provided information about each pupil? yes ___ no ___
19. Did you acquire information from the school records and apply it toward the solution of a problem? yes ___ no ___
20. Did you assist pupils in remedial work? yes ___ no ___
21. Did you observe other teachers of the same general grade (on subject) level? yes ___ no ___
22. Did you observe teachers of grades (or subjects) other than the one you were teaching? yes ___ no ___
23. Did you visit with other teachers during free period, recess, etc.? yes ___ no ___
24. Did you administer appropriate punishment to pupils on one or more occasions? yes ___ no ___
25. Did you attend school functions carried on outside of school? yes ___ no ___
26. Did you attend regular faculty meetings? yes ___ no ___
27. Did you discuss your plans with your college co-ordinator?
yes ___ no ___



Other miscellaneous items:

28. Did you encounter difficulty in meeting and socializing with people of the community? yes ☐ no ☐
29. Did you experience ample opportunity for social activities? yes ☐ no ☐
30. Was there sufficient instruction by the administration or supervising teacher regarding location of and contents of school records? yes ☐ no ☐
31. Were you permitted a proper degree of freedom in lesson arrangements and teaching? yes ☐ no ☐
32. Do you feel you received adequate advice from your supervising teacher? yes ☐ no ☐

In the space provided, please add any recommendations for the improvement of the program.

Summary

In this chapter, attention was given to determining which of the phases or events of student teaching were considered most essential by first-year teachers who had recently undergone the experience in this program. The data revealed the number of student teachers who were involved in the various activities enumerated. The questionnaire was organized in such a manner that the participants might indicate his feelings toward each phase or activity, whether he was actively engaged in that activity or not.



The data also revealed that the program being studied was like other full-time resident student teaching programs in that there were individual differences among the centers of the Michigan State University program as there are among the centers of other institutions of higher learning. As the frequency response was significantly high on the returns of the questionnaire, it was assumed that the data were sufficient to establish an evaluative criteria. Those criteria were developed and presented which could be used for future evaluation of the Michigan State University full-time resident student teaching program.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER RESEARCH

The purpose of this chapter is to present a summary of the investigations made in this study, the conclusions which seemed justified from observations of the data obtained, and suggestions for further research.

Summary

The problem. The purposes of this study were: (1) to ascertain the strengths and weaknesses of the Michigan State University full-time resident student teaching program during the first two years of operation; (2) to develop, from data collected from a sizeable group of college students who had participated in this program, criteria which could be used in the future evaluation of the Michigan State University full-time resident student teaching program.

Methods and Procedures. This study was a planned follow-up survey of the reactions and opinions concerning the events of the student and supervising teachers' active participation in the first two years of the program. As both the student teachers and the supervising teachers play essential roles in the program, the two groups were studied separately.

Data were obtained from 167 supervising teachers by means of the questionnaire and personal interview techniques. The supervising teachers were asked to evaluate their experience as a supervising teacher and offer their opinions of 21 specific phases of the program. Data were collected



from 175 student teachers through the use of the questionnaire and the interview technique also. These participants were asked to rate 68 actual phases of the full-time resident student teaching program and indicate whether or not they were involved in each of the experiences. In order that the data could receive a more comprehensive analysis, it was decided to divide both the student teachers and supervising teachers into four groups. The groups consisted of those who had participated in the Birmingham center; the Battle Creek center; the Grand Rapids center; and the Southwestern Michigan center.

Findings

Although individual differences were shown to exist among the four centers, the findings reflect only the broader generalizations based upon the combined groups for the various phases which were studied.

Supervising teacher reactions and opinions: Benefits derived

from participation in the program

1. Personal satisfaction was attained through helping a prospective teacher grow.
2. The program stimulated the supervising teacher to re-evaluate her usual classroom practices.
3. Student teachers were of great assistance to the supervising teacher by sharing their knowledge of newer trends; by assisting in all types of work such as record keeping, grading papers, preparation of seat work, bulletin boards, playground duty, etc.; and by making it possible for the supervising teacher to have time for professional visitation and



meetings, writing course of study in areas taught, do research work, make more extensive plans, make home visitations, etc.

4. Classroom instruction was improved because of more detailed planning and was made more interesting to children because of "newer" ideas.

Problems created by participation in the program can be grouped thusly:

1. There was a lack of time for satisfactory conferences and planning periods with the student teacher, as the student teacher often requires an excessive amount of assistance in learning how to plan her work.

2. Student teachers had sufficient theory but not enough information in subject areas to be taught.

3. Reteaching was necessary as a result of the student teacher's participation.

Student teacher reactions and opinions. After tabulating the data on the reactions and opinions of the participating student teachers, it was possible to formulate criteria which could be used to evaluate the program. The criterion is made up of those factors which a high percentage of the participants indicated to be an essential, very desirable, or desirable experience in the life of a student teacher. The criteria include such areas as community activities, specific classroom teaching experiences, miscellaneous classroom teaching experiences, teaching aids, evaluation, school related experiences outside the classroom, and other miscellaneous experiences which could not be classified in the above categories.



The data revealed a significantly high degree of approval of the full-time resident program as it was operating at that time.

Conclusions

On the basis of the findings of this investigation, the following conclusions seem warranted:

1. The functional structure of the Michigan State University full-time resident student teacher program compared most favorably with similar programs in institutions of comparable size.
2. There was a noticeable difference in methods and types of activities in one center as compared to another although there was a high correlation concerning the effectiveness of the various phases in the different centers.
3. In analyzing the data from all four centers, it was evident that the supervising teachers felt that there were more benefits than problems involved in serving as a supervising teacher.
4. Through the reactions and opinions of the participating student teachers, the data offer significant evidence that the program studied had a high degree of effectiveness.
5. It can be concluded from the data that the strengths of the program greatly outweigh the weaknesses, but there are some weaknesses which might be seriously reviewed.
6. Likewise the study revealed that, generally speaking, those who participated in this program were willing and anxious to cooperate in an effort to improve the over-all program of Student Teaching as it is being



offered at Michigan State University. This can be seen in the enthusiasm shown by the large number of people involved in such a program.

Recommendations for Further Research

This study would hardly be complete without recommending that further research of this type be conducted in order to stimulate continuous improvement as the program becomes larger. With this in mind, the following suggestions have been formulated:

1. A comparable study should be made of Michigan State University alumni and alumnae who as undergraduates took their student teaching experience in the "half-day" program.
2. A comparable study should be made to determine the differences in the needs of the elementary student teacher as compared to the secondary student teacher.
3. Consideration should be given to designing a study of the role of the supervising teacher. Attention could be directed toward determining whether or not the University should establish certain qualifications for a supervising teacher.
4. Additional studies should be carried on to determine how the relationship of the public school systems to the College of Education can be made more meaningful.
5. It is recommended that studies be made to determine the practicability of a state or national standard for institutions which offer programs of student teaching.



6. It is recommended that the criteria, developed in this study, be used to evaluate the present resident centers.



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APPENDIX A

STANDARD VI. FACILITIES NEEDED TO IMPLEMENT THE PROGRAM OF LABORATORY EXPERIENCES



Standard VI. Facilities Needed to Implement the Program of Professional Laboratory Experiences

Facilities should always be viewed with reference to the goals to be achieved. They are essentially service tools and their worth and the use to which they are to be put can be judged only in terms of that which they are to serve. The number of college students to be served, the specific curriculum design, the nature and availability of educational resources in the given community, all are factors that condition decisions regarding the scope and nature of the need for laboratory facilities. There is need for laboratory facilities sufficiently extensive to provide for each student contact with "normal" situations, varied enough to provide contacts with different pupil groups and different curriculum and administrative organizations, and located for student convenience and staff accessibility. This aspect of the standard is implemented most fully:

1. When more or more college-controlled schools are available for laboratory experiences related to a school and its community. Control refers to a reasonable influence by the college over policies relating to selection of staff and to procedures in curriculum development. In general, this school (or schools) should be a representative school in the sense of having a non-selected group of children or youth and a definite community setting, a staff of able teachers qualified to guide professional laboratory experiences and a program that is dynamic and forward looking. The school should be one in which the staff, the administration, and the community are willing to cooperate in making the school a situation serving the dual function of providing the best possible program for children and of providing desirable experiences for prospective teachers. In some cases this will mean a college-owned campus laboratory school, in others an off-campus school or schools developed cooperatively by the college and the local school system, in still others a combination of campus and off-campus facilities.



2. When a range of other school situations is available. No one school can provide the needed range of experiences with children of varied socio-economic backgrounds, different major educational philosophies, with varied types of instructional materials, with different patterns of administrative organization. No one school can provide the suggested range of professional laboratory experiences for a large student body. Schools are particular situations with a school should be selected for the differentiating philosophy, curriculum design, administrative organization, and community setting presented. Like the college-controlled situations named in the preceding paragraph, these schools should be staffed by teachers qualified to help students study the particular point of view or organization represented, see what is involved in its implementation, and analyze critically its effects upon children, teachers, and the community.

3. When non-school educational agencies are available for use cooperatively by the college. Learning to understand and help educate children and youth means seeing them in a variety of situations, recognizing the place of the school in the community, and understanding its role in relation to other educational agencies. Direct contact with a range of community agencies and situations helps to develop the understandings necessary for the modern teacher. Initiative for the supervision of the student's work in these agencies should be taken by the college representatives. The staffs of the agencies can make a direct contribution to the student's thinking but should not be expected to have the same qualifications for the guidance of professional laboratory experiences as the teachers named in items one and two.

4. When the extent of facilities is such that (a) each student has contacts with varied types of school and community situations, (b) a student can continue in a situation for a period of time that the experience has learning value for him, and (c) his experiences in the situation are consistent with those inherent with those in the given setting. This means for example that class groups should not be divided to accommodate a given or growing number of college students, nor should the length of laboratory contacts be conditioned by the number of students. Rather, as college enrollments increase, steps should be taken to extend laboratory facilities.

5. When each laboratory teacher qualifies as a child specialist, a competent teacher of children, and one skillful in guiding another in the art of teaching through direct participation in teacher-learning situations. It is not enough that the laboratory

teacher who is responsible for guiding the experiences of the college student be a teacher highly qualified to work with children. He should be equally competent in his understanding of the college student and in his ability to guide the student in working with children.

6. When the contribution of college instructors and laboratory school teachers is recognized as differing in type rather than in quality or extent. If the college program and laboratory activities are to be coordinated as closely as they should be, responsibility for developing the curriculum of the college-controlled laboratory schools should be shared by the entire college staff, and planning of the unique function of laboratory experiences in the college program should be done jointly by the college and laboratory school teachers. The laboratory school teacher who carries major responsibility for guiding the student should be a recognized member of the college faculty. There should be no differences in remuneration, rank, or faculty privileges to cause status bearers to arise.

7. When the instructional load of all staff members (laboratory teachers and teachers of college classes) is adjusted to provide for the inclusion of activities with students in laboratory situations. Not only should the load of each staff member be adjusted to make it possible to include professional laboratory activities, but those activities should be considered a regular part of the teaching load. To view the teaching load in terms of number of classes or clock hours of class instruction does not coincide with the basic point of view of this report.

APPENDIX B

FORMS USED PRIOR TO STUDENT TEACHING

STUDENT TEACHING APPLICATION CARD

- ☐ Secondary
☐ Elementary

Student Number _____

Name _____
Last First Initial

Date _____

College Address _____
Street City

Phone _____

Home Address _____

Phone _____

Enrollment Officer _____

_____ Term and Year of Student Teaching



NAME _____
(Last Name) (First) (Initial)
DATE _____
STUDENT NUMBER _____

COLLEGE ADDRESS _____ PHONE _____
(This address will be used for notification of assignment)

MAJOR TEACHING FIELD _____
MINOR TEACHING FIELDS (1) _____
(2) _____

HOME ADDRESS _____

(Street) (City) (State)
PHONE _____
Date of graduation from MSU _____

ALL STUDENT TEACHERS MUST HAVE TE 307 and a 2.0 COLLEGE AVERAGE

PLEASE INDICATE YOUR CHOICE OF LOCATION

PLEASE LIST ALL THE COURSES IN YOUR MAJOR AND MINOR FIELDS WHICH YOU WILL HAVE COMPLETED TO THE TERM YOU PLAN TO STUDENT TEACH.

MAJOR: _____ MINOR: _____

<u>Title of Courses</u> (Not number)	<u>Cr.</u>	<u>Title of Courses</u>	<u>Cr.</u>	<u>Title of Courses</u>	<u>Cr.</u>
Battle Creek					
Birmingham					
Grand Rapids					
Jackson					
Pontiac					
Saginaw					
Bay City					
St. Joseph					
Benton Harbor					
Miles					
Dowagiac					
Buchanan					
Traverse City					

Where possible, the College of Education will make assignments in accordance with the preferences indicated above. However, I understand that student teaching assignments must be made within the limits of the facilities available and that it may be necessary to accept an assignment other than that which I have requested.

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APPLICATION FOR FULL-TIME STUDENT TEACHING

STUDENT NUMBER _____

NAME _____
(Last) (First) (Initial) DATE _____

COLLEGE RESIDENCE _____
(This address will be used for notification of assignment) PHONE _____

HOME ADDRESS _____
(Street) (City) PHONE _____

ENROLLMENT OFFICER _____

Date of Graduation _____
Student teachers must have a 2.0 college average.

Please check the term you will be taking this course: Please indicate your choice location (1st, 2nd, 3rd, 4th) Please indicate your first three choices of grade levels:

Fall, 1957	Battle Creek	_____	First Choice	_____
Winter, 1958	Benton Harbor-	_____	Second Choice	_____
Spring, 1958	St. Joseph	_____	Third Choice	_____
Fall, 1958	Birmingham	_____		
Winter, 1959	Buchanan	_____		
Spring, 1959	Dowagiac	_____		
Fall, 1959	Grand Rapids	_____		
	Jackson	_____		
	Niles	_____		
	Pontiac	_____		
	Saginaw-	_____		
	Bay City	_____		
	Traverse City	_____		

Where possible, the School of Education will make assignments in accordance with the preferences indicated above. However, I understand that student teaching assignments must be made within the limits of the facilities available and that it may be necessary to accept an assignment other than that which I have requested.

Signed: _____

MICHIGAN STATE UNIVERSITY

STUDENT TEACHER PERSONNEL FORM

Name _____

Last

First

Middle Initial

This form is to be completed *before* you will be assigned in student teaching. Answer all questions and provide information which is requested.

Since resident student teaching coordinators will use this information in attempting better placement for you, please answer questions carefully and to the best of your ability.

By no later than next week, return completed form to the office below if you want to be considered for student teaching next term.

Student Teaching Office
Room 1—Section F
Wells Hall
Campus

YOUR NAME Last First Middle Initial

DATE

Your Present Address Number and Street

..... City and State Telephone:

Your Home Address Number and Street

..... City and State Telephone:

Your Student Number Your Enrollment Officer's Name

Your Teaching Major (For Secondary School Student Teachers Only)

Your Teaching Minors (For Secondary School Student Teachers Only)

What is Your Age? Where Were You Born?

..... City and State How Many Brothers Do You Have? How Many Sisters Do You Have?

Your Father's Name Your Mother's Name

Marital Status: Single; Married; Children?

What are Your Hobbies? List and Check:

- | | | | |
|---------|--|---------------------------------------|---|
| 1. | <input type="checkbox"/> Actively Pursue | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not Very Often |
| 2. | <input type="checkbox"/> Actively Pursue | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not Very Often |
| 3. | <input type="checkbox"/> Actively Pursue | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not Very Often |
| 4. | <input type="checkbox"/> Actively Pursue | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not Very Often |
| 5. | <input type="checkbox"/> Actively Pursue | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not Very Often |

What Traveling Have You Done? Where? When?

Military Service (branch, location, time and type of assignment)

Any Physical Disabilities Which Might Affect Your Student Teaching? (please explain)

YOUR HIGH SCHOOL EXPERIENCES:

Name and Location of High School City and State

Year Graduated List Extra-Curricular Activities in High School

YOUR COLLEGE EXPERIENCES:

Have You Attended Colleges Other than M.S.U.?.....
If so, please name the College

Date You Entered M.S.U.....

Date You Expect to Graduate.....

Do You Already Hold a College Degree? ☐ Yes ☐ No

If Answer is "Yes", Where was this Degree Earned?.....
Name of College

Please Enumerate Extra-Curricular Activities in Which You Have Participated in College.....
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IN THIS SPACE

Please staple or clip a recent snapshot or photograph.

This will help resident coordinators begin to know you better.

An Automobile Makes Travel in Student Teaching Very Convenient. Will You Have a Car When You Student Teach?
☐ Yes ☐ No

In Which of the Following Activities Would You Be Willing to *Help Supervise* or Participate? (please check)

- | | | |
|--|---|--|
| <input type="checkbox"/> Scouting Activities | <input type="checkbox"/> Dramatic Activities and Plays | <input type="checkbox"/> Vocal Music Activities |
| <input type="checkbox"/> Instrumental Music Activities | <input type="checkbox"/> Athletic Activities Which Sports?..... | |
| <input type="checkbox"/> Recreation Activities | <input type="checkbox"/> School Yearbook | <input type="checkbox"/> Boys' Safety Patrol |
| <input type="checkbox"/> School Newspaper | <input type="checkbox"/> Student Council | <input type="checkbox"/> Girls' Service Squad |
| <input type="checkbox"/> School Store | <input type="checkbox"/> YMCA Activities | <input type="checkbox"/> Swimming Activities |
| <input type="checkbox"/> Book Store | <input type="checkbox"/> YWCA Activities | <input type="checkbox"/> Art Club |
| <input type="checkbox"/> P.T.A. Affairs | <input type="checkbox"/> School Radio or TV Programs | <input type="checkbox"/> Chaperoning High School Affairs |

WORK EXPERIENCES:

A. Describe experiences, activities, or work with children or young people:.....
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B. Describe other work experiences you have had:.....
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2. If instrumental, what is your major instrument?

3. Please describe below any of your musical experiences and training which you feel your supervising teacher should know.

FOR ART MAJORS: Michigan State University must certify to the Michigan State Department of Public Instruction that you have had student teaching on BOTH the elementary and the secondary levels. Hence, your assignment will carry some teaching in the elementary school and some teaching in the secondary schools.

In which of these areas would you prefer to do the *major part* of your teaching?

☐ In the elementary schools

☐ In the secondary schools

TEACHING OUTLOOK:

This is one of the most important sections in providing your coordinator and supervising teacher with needed information. Do some thinking on this one!

Write a statement of your philosophy of education—why you entered the field of teaching, your aspirations in the profession, what you hope to accomplish, etc.

(Write in this space)

THE FOLLOWING SECTION FOR SECONDARY SCHOOL MAJORS ONLY

Check and indicate GRADES for the courses in EDUCATION you will have completed by the end of this term:

Check Below	Name of Course in Education	Credit	Your Grade	Check Below	Name of Course in Education	Credit	Your Grade
<input type="checkbox"/>	Individual and the School—F.E. 200*	6	<input type="checkbox"/>	Educational Psychology—F.E. 207	3
<input type="checkbox"/>	School and Society—F.E. 301*	6	<input type="checkbox"/>	Principles of Education—F.E. 202	3
<input type="checkbox"/>	Special Methods of Teaching—T.E. 307*	3	<input type="checkbox"/>		
<input type="checkbox"/>	General Psychology—Psy. 201	4	<input type="checkbox"/>		

(*Starred Courses above—The first three listed MUST BE COMPLETED before you can do your student teaching)

What is Your Present All-College Scholastic Average?.....

The following information is given to help you check to see if you meet College of Education prerequisites for student teaching. If you are deficient in ANY ONE of these requirements, you may save yourself time, tuition, and problems by notifying the Student Teaching Office now.

PREREQUISITES FOR SECONDARY MAJORS

1. Must have an all-college 2.0 average.
2. Must have at least 125 college credits.
3. Must have completed satisfactorily these courses in Education: F.E. 200, F.E. 301, and T.E. 307.

PREREQUISITES FOR ELEMENTARY MAJORS

1. Must have an all-college 2.0 average.
2. Must be at least a third-term Junior.
3. Must do student teaching ONLY during the term indicated on your program sheet in your folder.

Another regulation is that WE MUST FOLLOW Local Board of Education policy as to the length of time permitted for teaching in cases of pregnancy. Most boards of education SET DEFINITE LIMITS in this regard. If there is a possibility that this policy may affect you, please discuss it with us in the student teaching office.

SPEECH CORRECTION MAJORS must have successfully completed Speech 477, Speech Correction Methods, prior to student teaching. If Speech Correction students are also secondary education majors, they must have completed TE 307, Special Methods, in the major teaching area.

THE FOLLOWING SECTION FOR ELEMENTARY EDUCATION MAJORS AND OTHERS AS H.M.C.D. MAJORS OR SPECIAL EDUCATION MAJORS WHO MAY BE EARNING ELEMENTARY TEACHING CERTIFICATES

Please CHECK the courses you will have completed by the end of this term and indicate your GRADES:

Course Number and Title	Grade	Course Number and Title	Grade
<input type="checkbox"/> F.E. 101—Introduction to Elementary Education		<input type="checkbox"/> T.E. 308—Teaching Elementary School Social Studies - - - - -	
<input type="checkbox"/> T.E. 102—Field Work with Children - - - - -		<input type="checkbox"/> F.E. 301—School and Society - - - - -	
<input type="checkbox"/> T.E. 227—Methods of Teaching Elementary Science - - - - -		<input type="checkbox"/> F.E. 423—School and Community Relations - - - - -	
<input type="checkbox"/> T.E. 317—Methods of Teaching Elementary School Reading - - - - -		<input type="checkbox"/> HPR 226a—Supervision of Play and Playgrounds	
<input type="checkbox"/> F.E. 318—Psychology of Elementary School Subjects - - - - -		<input type="checkbox"/> AES 416—Audio-Visual Methods - - - - -	
<input type="checkbox"/> T.E. 321—Children's Literature - - - - -		<input type="checkbox"/> Music 145a—Music Foundations - - - - -	
<input type="checkbox"/> T.E. 322—Language Arts - - - - -		<input type="checkbox"/> Music 145b—Elementary Piano - - - - -	
<input type="checkbox"/> F.E. 341—Child Development - - - - -		<input type="checkbox"/> Music 245—Elementary School Music - - - - -	
<input type="checkbox"/> F.E. 200—Individual and the School - - - - -		<input type="checkbox"/> Speech 208—Voice and Diction - - - - -	
<input type="checkbox"/> T.E. 342—Methods of Teaching Elementary School Arithmetic - - - - -		<input type="checkbox"/> Speech 365—Story Telling - - - - -	
<input type="checkbox"/> T.E. 305—Elementary School Curriculum - - - - -		<input type="checkbox"/> Speech 369—Creative Dramatics for Children	
		<input type="checkbox"/> Speech 470—Speech Correction for Classroom Teacher - - - - -	

IF YOU ARE EARNING AN ELEMENTARY SCHOOL TEACHING CERTIFICATE, WHICH GRADES DO YOU WISH TO TEACH?

1st Choice.....2nd Choice.....3rd Choice.....

IF YOU ARE A SPECIAL EDUCATION MAJOR, WHICH CERTIFICATE ARE YOU EARNING? (please check):

☐ The Elementary Teaching Certificate

☐ The Secondary Teaching Certificate

WHAT IS YOUR SPECIAL EDUCATION AREA? (please check):

☐ Speech Correction

☐ Blind

☐ Deaf

☐ Physically Handicapped

☐ Mentally Handicapped

☐ Socially Maladjusted

Special Education majors will be assigned to teach ½ day in the special area and ½ day in the major

OR MUSIC MAJORS: Students who are majoring in music will teach about half-time in the elementary schools and half-time in the secondary grades.

1. What is the area of your major study in music? (please check):

☐ Vocal Music

☐ Instrumental Music

☐ Both--General Supervisory

STUDENT TEACHING ADDRESS FORM Term: _____NAME _____
(Last) (First) (Initial)Address During Student Teaching _____
(Number) (Street)

(City) (Phone)

City and School Where You Teach _____

Grade and/or Subject _____ (Be specific)

Name(s) of Supervising Teacher(s) _____

Are you a graduating senior this term? _____ If yes, please
complete two of these forms.



MICHIGAN STATE UNIVERSITY
College of Education

Department of Teacher Education

Student Teaching Housing Information

Your name _____ Present campus address _____

Your home address _____

What grades do you wish to teach (if elementary) _____

What subjects do you wish to teach (if secondary) _____

Study the enclosed list of student teachers. If you have arranged to share
apartments or rooms with any students on the list, please write those names below:

I would like to live with: _____

What kind of housing accommodations do you desire. Please describe _____

(Send this sheet directly to the Resident Student Teaching Coordinator.

COLLEGE OF EDUCATION
STUDENT TEACHING OFFICE

DATE: _____

REQUEST FOR CLASS ABSENCE FOR STUDENT TEACHING.

Dear Professor _____:

As a part of the student teaching program at Michigan State, superintendents of schools and principals have asked that student teachers spend one day in the school of their assignment prior to the term of student teaching. During this day, the student has an opportunity to meet with school administrators and to find out generally about the school system where he is going to teach. He also spends a portion of the day visiting in the classroom where he will be teaching next term. Public school officials have stressed this day as being an important one in helping the student to at least learn the teachers and administrators with whom he will be working, and they say that it gives the student a significant day of orientation for his work next term.

Any consideration that you can show _____
name

or any allowance you can give to him to make up the absence from your class due to this visitation-orientation day will be greatly appreciated by the College of Education.

Cordially,

Wm. Vernon Hicks

Wm. Vernon Hicks
Coordinator of Student Teaching

WVH/bk

MICHIGAN STATE UNIVERSITY
College of Education

STUDENT TEACHING APPLICATION FOR USE OF PRIVATE CONVEYANCE

Name _____

Campus Address _____

Assigned to _____
City School Grade

Quarter _____

College Supervisor _____

Desire to _____
Drive own car Ride with

Reason for request _____

It is understood by me that the college is not liable, nor can assume liability for injury to me while using a private conveyance. (If student is a minor, a parent or guardian should co-sign).

Student _____

Parent's Signature (if needed) _____

APPENDIX C

EVALUATION FORMS USED IN THE PROGRAM

STUDENT TEACHING REPORT

STUDENT _____ CLASS, GRADE TAUGHT _____

SCHOOL _____ CITY _____ TERM (F-W-S) _____ YEAR _____

In the Interest of the Candidate, the Prompt
Return of This Recommendation Would be Appreciated

M. S. U. PLACEMENT BUREAU

FACULTY RATING SCALE

Please Check Appropriate Block	Student Teaching Performance	Personality	Cooperation	Initiative	Depend- ability	Attitude	Creati- vity	Community Partici- pation	Capacity for Future Develop- ment
Highly Satisfactory									
Satisfactory									
Unsatis- factory									

COMMENTS CONCERNING STUDENT:

Name _____
(Type and Sign)

DATE _____

POSITION _____

BUSINESS PHONE _____



STUDENT TEACHING REPORT

STUDENT _____ CLASS, GRADE TAUGHT _____
SCHOOL _____ CITY _____ TERM (F-W-S) _____ YEAR _____

In the Interest of the Candidate, the Prompt
Return of This Recommendation Would be Appreciated

M. S. U. PLACEMENT BUREAU

FACULTY RATING SCALE

Please Check Appropriate Block	Student Teaching Performance	Personality	Cooperation	Initiative	Depend- ability	Attitude	Creati- vity	Community Participa- tion	Capacity for Future Develop- ment
Highly Satisfactory									
Satisfactory									
Unsatis- factory									

COMMENTS CONCERNING STUDENT:

NAME _____
(Type and Sign)

DATE _____

POSITION _____

BUSINESS PHONE _____



STUDENT TEACHING EVALUATION

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	RATING *	COMMENTS
<u>Student Teaching Performance:</u> Understanding of pupils; knowledge of subject matter; relates subject matter in practical manner; organization and management; speech; use of material and resources; methods and techniques of evaluation.		
<u>Personality:</u> Cheerful and optimistic; at ease with various age groups; appropriate dress; poise; mannerisms; sense of humor; diplomacy and tact; enthusiasm.		
<u>Cooperation:</u> Welcomes criticism; tries to put suggestions into action; works well with others.		
<u>Initiative:</u> Plans well in advance; senses things that should be done and goes about doing them; resourcefulness; self-directive.		
<u>Dependability:</u> Punctual; trustworthy, accepts responsibility.		
<u>Attitude:</u> Interest in teaching; desire to help others; open minded.		
<u>Creativity:</u> Guides pupils into purposeful activity; originality; imaginative; ingenious; capitalizes on situation; suggests ideas.		
<u>Community Participation:</u> Home visits; study of community; attends events in community.		
<u>Capacity for Future Development:</u>		

*RATE STUDENT TEACHERS: Highly Satisfactory; Satisfactory; or Unsatisfactory



APPENDIX D

THE SUPERVISING TEACHER QUESTIONNAIRE AND COVER LETTER



SUPERVISING TEACHER QUESTIONNAIRE

143

Name of your student teaching center _____

Quarter and year you served as a supervising teacher _____

Directions: Please evaluate your experience, as a supervising teacher, by checking the most appropriate answer after each question below. As all supervising teachers and teaching situations are different, it would be nigh impossible to formulate a list suitable to the needs of every supervising teacher. Therefore, you are invited and strongly urged to add to each list in the provided spaces.

PART I.

Benefits Derived From Participation in the Program

1. During that time when the student teacher had the responsibility of the entire day (or a full schedule), the supervising teacher is afforded time for professional visitation and meetings, writing course of study in area taught, do research work, make plans, make home visitations, etc. _____ yes _____ no _____
2. The program stimulates the supervising teacher to do a more careful evaluation of her usual classroom practices. _____ yes _____ no _____
3. The supervising teacher benefits from student teachers' sharing their knowledge of "newer" trends with them. _____ yes _____ no _____
4. Classroom instruction is improved because of more careful planning and is made more interesting to children because of "newer" ideas. _____ yes _____ no _____
5. Student teachers can assist supervising teachers in record keeping, grading papers, preparation of seat work, bulletin boards, playground duty, etc. _____ yes _____ no _____
6. More individual help can be given with two teachers working in the classroom. _____ yes _____ no _____
7. The supervising teacher has a personal satisfaction in helping a prospective teacher grow. _____ yes _____ no _____
8. Pupils are stimulated by the presence of a younger teacher actively engaged in the classroom. _____ yes _____ no _____
9. More work can be accomplished by having an assistant in the person of a student teacher. _____ yes _____ no _____
10. Local recognition is gained by serving as a supervising teacher. _____ yes _____ no _____

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Please add other benefits:

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11. _____

12. _____

13. _____

14. _____

15. _____

PART II.

Problems Created by Participation in the Program

1. There is a lack of time for satisfactory conferences and planning periods with the student teacher. _____ yes _____ no _____
2. Pupil discipline problems develop which would probably not occur under the regular teacher. _____ yes _____ no _____
3. The student teacher requires an excessive amount of assistance in learning how to plan her work. _____ yes _____ no _____
4. Student teachers have the theory but too little information in subject areas to be taught. _____ yes _____ no _____
5. Student teacher is preferred any term other than the fall as the supervising teacher likes to start her own classes. _____ yes _____ no _____
6. The supervising teacher faces some problems of reteaching to her pupils. _____ yes _____ no _____
7. Actual teaching by the student teacher is interrupted too often by University classes and related activities. _____ yes _____ no _____
8. Student teachers are not properly screened before being assigned to the various systems and rooms. _____ yes _____ no _____

9. Student teachers are required to do too much work for the University, which is detrimental to their success in the classroom. 1/15
yes _____ no _____
10. Too much freedom is offered the supervising teacher in the Michigan State Student Teaching Program.
yes _____ no _____
11. Generally speaking, the extra responsibility, on the supervising teacher, of having a student teacher greatly outweighs the assistance afforded by one.
yes _____ no _____
12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

21. _____

22. _____



PART III.

Recommendations for the Improvement of the Program

146

The following are given only as examples. Please be very honest and frank in listing your own in the spaces below.

1. | There should be more orientation and instruction for the supervising teacher.

2. | There should be more thorough screening of prospective student teachers relative to (1) her ability and (2) her major and minor fields. _____

3. | Student teacher should be given more specific instruction at the University relative to making daily and long-term plans. _____

4. | _____

5. | _____

6. | _____

7. | _____

8. | _____

9. | _____

10. | _____

11. | _____

COLLEGE OF EDUCATION • DEPARTMENT OF TEACHER EDUCATION

Dear _____:

According to Michigan State University records, you have given extra service to the teaching profession by working with student teachers. The Department of Teacher Education of the College of Education at Michigan State are constantly striving to evaluate and to improve its endeavors in the preparation of young people for teaching. We believe that you, as one of our supervising teachers, can be of great help as we continue to appraise this program of student teaching.

Would you volunteer just a few minutes of your time in these further efforts by completing the enclosed questionnaire and returning it to me by December 20 in the enclosed and stamped envelope? This project is a part of an evaluative study of the four original resident student teaching centers in their first two years of operation.

Please feel free to add to any or to all parts of the instrument enclosed. It is only through your honest and frank opinion that a true evaluation from the standpoint of the supervising teacher can be obtained.

If you will note, we are not asking you to sign the questionnaire but would appreciate knowing the name of your center and the time you participated in this program. This will aid us in improving the program in each of the centers for the various types of teachers.

Your cooperation will be greatly appreciated.

Sincerely yours,

Paul N. Clem, Resident Coordinator
M.S.U. Student Teaching Center
Southwestern Michigan



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APPENDIX E

THE STUDENT TEACHER QUESTIONNAIRE AND COVER LETTER



STUDENT TEACHER QUESTIONNAIRE

Name of your student teaching center _____

Quarter and year in which you took student teaching _____

Part I

Directions: Listed below are several activities which you may, or may not have had during your student teaching experience. Please indicate the relative value of the experience if you participated in the activity. If you did not participate in the activity, please indicate the value you feel the experience would have been to you. Circle the most appropriate.

1 - Essential	I was involved	I was not involved
2 - Very desirable	in the experience	in the experience
3 - Desirable	and believe that	but believe that
4 - Some value	it was valuable	it would have been
5 - No value	to this extent	valuable to this
		extent

A. Community Activities

- | | | |
|--|-----------|-----------|
| 1. Attended one or more P.T.A. meetings. | 1 2 3 4 5 | 1 2 3 4 5 |
| 2. Attended one or more meetings of a local service club. | 1 2 3 4 5 | 1 2 3 4 5 |
| 3. Attended church and/or Sunday School. | 1 2 3 4 5 | 1 2 3 4 5 |
| 4. Participated in a community function, utilizing my academic knowledge, past experiences, or talent--i.e. speaking, acting, singing or playing a musical instrument. | 1 2 3 4 5 | 1 2 3 4 5 |
| 5. Served a community service effort--i.e. heart, cancer, Red Cross, etc. | 1 2 3 4 5 | 1 2 3 4 5 |
| 6. Studied the community through one or more visits with local governmental officials. | 1 2 3 4 5 | 1 2 3 4 5 |
| 7. Visited one or more phases of the business, industrial, and/or agricultural industry of the community. | 1 2 3 4 5 | 1 2 3 4 5 |
| 8. Prepared a list of local community resources adapted to my subject area. | 1 2 3 4 5 | 1 2 3 4 5 |



B. General Classroom Teaching Experiences

I. Specific Classroom Teaching Experiences:

- | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. Taught all or part of the lessons within a unit planned by myself. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 2. During my experience, student committees were formed to allow for individual differences. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 3. Planned class activities which were in accordance with individual differences. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 4. Participated in teacher-pupil planning in arranging for the lesson(s) being taught. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 5. Used an interest approach in each lesson taught. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 6. Called upon and used my own experience to illustrate the lesson being taught. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 7. Provided opportunity for pupil self direction through the use of committees, class discussion, reports, demonstrations, etc. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 8. Had opportunity to be in charge of the classroom without the presence of the supervising teacher. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 9. Organized student leaders for household duties, care of plants, bulletin boards, supplies, erasers, etc. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 10. Made daily lesson plans | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 11. Planned with supervising teacher; association being close enough to profit from the supervisor's experience in working with children. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 12. Whenever possible, solved classroom problems through the scientific method. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |



II. Teaching Aids:

13. Set up and used visual-aids in teaching experience.	1	2	3	4	5	1	2	3	4	5
14. Used local industrial, business, trade or agricultural resources in teaching one or more lessons.	1	2	3	4	5	1	2	3	4	5
15. Invited students to supplement teaching materials.	1	2	3	4	5	1	2	3	4	5
16. Prepared a bulletin board display related to a lesson taught.	1	2	3	4	5	1	2	3	4	5
17. Planned and arranged room facilities according to my desires while engaged in actual teaching.	1	2	3	4	5	1	2	3	4	5
18. Selected study materials that were geared to individual differences.	1	2	3	4	5	1	2	3	4	5
19. Planned, directed, and evaluated a field trip.	1	2	3	4	5	1	2	3	4	5

III. Evaluation:

20. Constructed, administered, and evaluated an examination.	1	2	3	4	5	1	2	3	4	5
21. Participated in evaluation and reporting of pupil achievement.	1	2	3	4	5	1	2	3	4	5
22. Assisted supervising teacher in grading papers for classes other than my own.	1	2	3	4	5	1	2	3	4	5

IV. Miscellaneous classroom teaching experiences:

23. Used records that provided information about each pupil.	1	2	3	4	5	1	2	3	4	5
24. Acquired information, on an individual student(s), from the school records and applied it toward the solution of a problem.	1	2	3	4	5	1	2	3	4	5
25. Made a case study of a pupil.	1	2	3	4	5	1	2	3	4	5
26. Assisted pupil(s) in remedial work.	1	2	3	4	5	1	2	3	4	5
27. Observed other teachers of the same general grade (or subject) level.	1	2	3	4	5	1	2	3	4	5



- | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|
| 28. Visited and observed teachers of grades (or subjects) other than the one I was teaching. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 29. Visited with other teachers during free period, noon, recess, etc. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 30. Administered appropriate punishment to pupils on one or more occasions. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

C. School Related Experiences Outside the Classroom

- | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. Attended a school function(s) carried on outside of school | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 2. Attended regular faculty meetings. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 3. Attended a district M.E.A. meeting(s). | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 4. Attended a regional M.E.A. meeting(s). | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 5. Attended a faculty club meeting(s). | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 6. Functioned on a faculty club committee | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 7. Attended a meeting(s) of a faculty committee on curriculum | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 8. Attended a social function(s) as a guest of the supervising teacher. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 9. Visited in the home of one or more of the local school teachers. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 10. Visited in the home of one or more of the students. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 11. Counseled with administrators about future plans. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 12. Had a conference(s) with the principal | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 13. Had a conference(s) with the superintendent | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 14. Had a conference(s) with specialized staff members. | | | | | | | | | | |
| Guidance director | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Librarian | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| School nurse | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| School custodian | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Director of vocational education | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |



- | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 15. Discussed plans with the college co-ordinator. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 16. Acted on noon-hour supervision on at least one (or more) occasion(s). | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 17. Served as sponsor or co-sponsor of some extra-curricular activity. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

Part II

Directions: Listed below are factors which would have been of personal concern to student teachers. Please rate these as follows: (circle the most appropriate number)

1. An enjoyable experience in my case.
2. Somewhat troublesome but solved satisfactorily.
3. A problem I never felt was completely resolved during my experience.
4. Not a problem in my case.

- | | | | | |
|---|---|---|---|---|
| 1. Securing housing adequate to my needs. | 1 | 2 | 3 | 4 |
| 2. Finding a suitable place to eat meals. | 1 | 2 | 3 | 4 |
| 3. Securing adequate transportation. | 1 | 2 | 3 | 4 |
| 4. Becoming familiar with community facilities--i.e. shopping, recreational, medical, etc. | 1 | 2 | 3 | 4 |
| 5. Locating and attending a church of my denomination. | 1 | 2 | 3 | 4 |
| 6. Meeting and socializing with people of the community. | 1 | 2 | 3 | 4 |
| 7. Opportunity for social activities. | 1 | 2 | 3 | 4 |
| 8. Meeting and talking freely with other staff members. | 1 | 2 | 3 | 4 |
| 9. Insufficient time to become acquainted before having to take over teaching responsibilities. | 1 | 2 | 3 | 4 |
| 10. Insufficient instruction by the administration or supervising teacher regarding location of and contents of school records. | 1 | 2 | 3 | 4 |
| 11. Given too much responsibility at one time during student teaching. | 1 | 2 | 3 | 4 |
| 12. Being permitted a proper degree of freedom in lesson arrangement and teaching. | 1 | 2 | 3 | 4 |
| 13. Found it difficult to learn of the school and community resources available for instructional purposes. | 1 | 2 | 3 | 4 |
| 14. Found it difficult to learn of and interpret school policy. | 1 | 2 | 3 | 4 |
| 15. Getting adequate advice from supervising teacher. | 1 | 2 | 3 | 4 |



16. The feeling of professional closeness with my supervising teacher. 1 2 3 4
17. Needed more time with the resident college coordinator. 1 2 3 4

Please add any additional factors you might have encountered in your student teaching. It is impossible to enumerate each individual's experience so you are urged to add any factors not included in this questionnaire.



Dear _____ :

According to Michigan State University records, your student teaching experience was in one of the four original student teaching centers. The Department of Teacher Education in the College of Education at Michigan State are constantly striving to evaluate and improve its program in student teaching. We believe that you, as one of those who participated in this program, can be of great help as we continue to appraise this program of student teaching.

By giving some thought and time to the enclosed questionnaire, you can play an important part in helping to determine where improvement is needed in the ever-expanding Resident Centers. Your comments and suggestions were very helpful during your student teaching experience, and it is felt that you can be even more helpful now that you are away from student teaching.

The enclosed questionnaire is a part of an evaluative study of the four original resident centers during their first two years of operation. As is true of all such instruments, you will probably want to add comments. Please feel free to do so.

If you will note, we are not asking you to sign the questionnaire but would appreciate knowing the name of your center and the time you participated in this program. This will aid us in improving the program in each of the centers for the various types of teachers.

To facilitate your returning the questionnaire promptly (by December 20, 1957) a stamped, addressed envelope is enclosed. Your cooperation will be greatly appreciated.

Sincerely yours,

Paul N. Clem, Resident Coordinator
M.S.U. Student Teaching Center
Southwestern Michigan





APPENDIX F

FREQUENCY COUNT OF SIGNIFICANT DATA SUBMITTED
BY SUPERVISING TEACHERS



TABLE III

FREQUENCY RESPONSE OF SUPERVISING TEACHERS

	Original Centers					
	Battle Creek (percentages)			Birmingham (percentages)		
	Yes	No	Neutral or No Response	Yes	No	Neutral or No Response
Part I - Benefits:						
More time	40.4	50.0	9.6	85.0	6.8	8.3
Self-evaluation	88.0	2.3	9.7	97.1	2.7	0.2
Newer trends	78.5	16.6	4.9	55.5	30.5	14.0
Instruction improved	73.8	9.5	16.7	66.6	19.4	14.0
Assistance offered	90.4	4.7	4.9	91.1	2.7	6.2
More help	90.4	2.3	7.3	91.0	0.0	9.0
Personal satisfaction	90.6	0.0	9.4	97.1	0.0	2.9
Pupils stimulated	71.4	11.9	16.7	47.2	27.7	25.1
More work	61.9	14.2	23.9	55.5	27.7	16.8
Local recognition	47.6	35.7	16.7	30.5	50.0	19.5

TABLE III (cont.)

	Original Centers					
	Battle Creek (percentages)			Birmingham (percentages)		
	Yes	No	Neutral or No Response	Yes	No	Neutral or No Response
Part II - Problems:						
Lack of time	71.4	19.0	9.6	52.7	36.1	11.2
Pupil discipline	40.4	38.0	11.6	58.3	30.5	11.2
Excessive assistance	26.1	52.3	21.6	38.8	47.2	14.0
Lack of academic information	54.7	19.0	26.3	66.6	19.4	14.0
Not in Fall quarter	30.9	50.0	19.1	47.2	33.3	19.5
Re-teaching	33.3	54.7	12.0	55.5	36.1	8.4
Teaching interrupted	28.5	61.9	9.6	22.2	66.6	11.2
Improper screening	19.0	52.3	28.7	25.0	41.6	33.4
Too much work for M.S.U.	14.2	71.4	14.4	22.2	66.6	11.2
Too much freedom	2.3	76.1	20.9	5.5	77.7	16.8
Responsibility outweighs assistance	23.8	52.3	23.9	44.4	27.7	27.9

.....

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TABLE IV

FREQUENCY RESPONSE OF SUPERVISING TEACHERS

	Original Centers					
	Grand Rapids			Southwestern Mich.		
	Yes	No	Neutral or No Response	Yes	No	Neutral or No Response
Part I - Benefits:						
More time	53.3	36.6	10.1	86.3	6.7	7.0
Self-evaluation	96.6	3.3	0.1	94.9	1.5	3.6
Newer trends	76.6	23.3	0.1	69.4	23.7	6.9
Instruction improved	66.6	16.6	16.8	67.9	13.5	18.6
Assistance offered	70.0	3.3	26.7	96.6	1.5	1.9
More help	70.0	3.3	26.7	93.2	3.3	4.5
Personal satisfaction	96.6	3.3	0.1	100.0	0.0	0.0
Pupils stimulated	63.3	26.6	10.1	71.1	13.5	15.4
More work	66.6	26.6	6.8	66.1	25.4	8.5
Local recognition	40.0	53.3	6.7	30.5	50.8	18.7



TABLE IV (cont.)

	Original Centers					
	Grand Rapids			Southwestern Mich.		
	Yes	No	Neutral or No Response	Yes	No	Neutral or No Response
Part II - Problems:						
Lack of time	76.6	16.6	16.8	66.1	32.2	1.7
Pupil discipline	50.0	30.0	20.0	52.4	42.3	5.3
Excessive assistance	33.3	50.0	11.7	27.1	64.4	8.5
Lack of academic information	40.0	33.3	22.7	52.4	33.8	13.8
Not in Fall quarter	33.3	50.0	11.7	35.5	50.8	13.7
Re-teaching	43.3	36.6	21.1	46.5	37.2	16.3
Teaching interrupted	3.3	90.0	6.7	30.5	64.4	5.1
Improper screening	20.0	66.6	13.4	23.7	61.0	15.3
Too much work for M.S.U.	3.3	86.6	10.1	10.1	74.5	15.4
Too much freedom	6.6	86.6	6.8	8.4	74.5	17.1
Responsibility outweighs assistance	13.3	60.0	22.7	35.5	55.9	8.6



APPENDIX G

FREQUENCY COUNT OF SIGNIFICANT DATA SUBMITTED BY
STUDENT TEACHERS

TABLE V

FREQUENCY RESPONSE OF STUDENT TEACHERS

Birmingham Center											
	Involved In (percentages)				Not Involved In (percentages)						
	Essential	Very Desirable	Desirable	Some Value	No Value	Essential	Very Desirable	Desirable	Some Value	No Value	Neutral or No Response
Part I - Community Activities:											
Attended P.T.A.	41.0	2.3	4.0	18.0	2.3	0.0	2.3	4.0	2.3	4.0	19.8
Attended clubs	7.0	7.0	9.0	44.0	2.3	0.0	0.0	11.0	2.3	0.0	16.4
Attended church	11.8	18.0	25.0	2.3	0.0	7.0	4.0	29.0	0.0	0.0	25.4
Community function	2.3	11.0	0.0	0.0	0.0	0.0	2.3	30.0	39.0	15.0	0.4
Community service	0.0	2.3	0.0	0.0	0.0	0.0	9.3	32.0	37.0	2.0	17.4
Studied community	4.3	23.2	20.0	13.9	2.3	2.3	4.2	18.0	11.8	0.0	0.0
Local visits	18.0	20.0	23.0	2.3	0.0	2.3	0.0	0.0	6.9	0.0	27.5
Community resources	0.0	23.2	2.3	11.8	0.0	0.0	13.9	37.0	11.8	0.0	0.0
Taught lessons	83.0	13.9	0.0	0.0	0.0	0.0	0.0	0.0	2.0	0.0	1.1
Formed student comm.	14.0	8.0	7.0	1.0	1.0	0.0	2.0	0.0	4.0	0.0	25.8
Planned activities	53.0	18.0	16.2	2.0	2.0	0.0	2.0	0.0	2.0	0.0	4.8
Teacher-pupil plan	58.0	9.3	2.0	0.0	4.2	6.9	4.2	0.0	2.0	0.0	13.4
Interest approach	46.0	32.5	11.8	0.0	2.2	0.0	0.0	6.9	0.0	0.0	0.8
Used experience	46.0	41.8	9.3	0.0	2.0	0.0	0.0	0.9	0.0	0.0	0.0
Pupil direction	34.8	44.0	2.0	2.0	2.0	2.0	0.0	6.9	0.0	0.0	6.3
Taught alone	81.0	11.8	0.0	0.0	4.2	0.0	0.0	0.0	0.0	0.0	3.0
Student leaders	34.8	13.9	4.2	16.0	2.0	11.8	4.2	4.2	4.2	0.0	4.7

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TABLE V (cont.)

Birmingham Center

	Involved In (percentages)					Not Involved In (percentages)					Neutral or No Response
	Essential	Very Desirable	Desirable	Some Value	No Value	Essential	Very Desirable	Desirable	Some Value	No Value	
Lesson plans	88.0	4.2	2.0	2.0	2.0	0.0	0.0	0.0	0.0	0.0	1.8
Planned well	76.7	13.9	0.0	0.0	2.0	6.9	0.0	0.0	0.0	0.0	4.5
Scientific method	11.8	39.0	29.9	2.0	2.0	0.0	0.0	4.2	0.0	0.0	11.1
Used visual aids	53.5	41.8	0.0	2.3	2.3	0.1	0.0	0.0	0.0	0.0	0.0
Local resources	4.2	39.0	2.3	2.3	2.3	2.3	16.2	25.5	4.2	2.3	1.7
Students supplement	44.0	30.0	9.3	0.0	4.2	2.3	4.2	2.3	0.0	2.3	1.2
Bulletin board	72.0	9.3	4.2	0.0	2.3	2.3	4.2	2.3	0.0	2.3	1.1
Arranged room	30.0	23.0	23.0	2.0	0.0	0.0	2.0	18.0	2.0	0.0	0.0
Study materials	9.3	39.0	18.0	0.0	2.3	6.9	2.3	20.0	0.0	0.0	2.2
Field trip	25.5	9.3	0.0	0.0	0.0	9.3	29.9	23.0	3.1	0.0	0.0
Examined	65.0	16.2	0.0	2.3	0.0	2.3	0.0	11.8	0.0	2.3	0.1
Pupil achievement	62.9	20.0	2.3	2.3	0.0	2.3	4.2	4.0	0.0	2.0	0.0
Graded papers	39.0	0.0	2.3	0.0	0.0	0.0	2.3	37.0	6.9	11.8	0.7
Used records	44.0	37.0	4.2	2.3	0.0	2.3	6.9	0.0	2.3	1.0	0.0
School records	39.0	30.0	4.2	0.0	2.3	6.0	16.2	0.0	0.0	2.3	0.0
Made case study	6.9	30.0	3.2	0.0	0.0	6.9	6.9	18.0	13.9	13.9	0.3
Did remedial work	29.9	29.9	13.9	2.3	2.3	4.2	13.9	3.6	0.0	0.0	0.0
Observed in area	62.8	23.0	3.2	0.6	3.2	4.2	0.0	0.0	0.0	0.0	0.0
Observed others	44.0	23.0	6.9	11.8	2.3	4.2	6.9	0.9	0.0	0.0	0.0
Visited teachers	55.8	16.2	6.9	0.0	2.3	2.3	0.0	2.3	2.3	4.2	7.7
Punished pupils	44.0	25.5	11.8	2.3	2.3	6.9	4.2	2.3	0.0	0.0	0.7



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TABLE V (cont.)

Birmingham Center											
	Involved In (percentages)					Not Involved In (percentages)					
	Essential	Very Desirable	Desirable	Some Value	No Value	Essential	Very Desirable	Desirable	Some Value	No Value	
Outside school functions	37.0	30.0	6.9	4.2	0.0	0.0	6.9	4.2	11.8	0.0	0.0
Attended faculty mtg.	44.0	29.9	2.3	16.2	2.3	0.0	2.3	2.3	6.9	0.0	0.0
Attended Dist. MEA mtg.	2.3	4.2	6.9	0.0	2.3	6.9	0.0	41.1	6.9	6.9	22.1
Attended Reg. MEA mtg.	2.3	2.3	4.2	0.0	2.3	6.9	25.5	39.0	6.9	6.9	3.7
Faculty club mtg.	16.2	2.3	11.8	0.0	4.2	4.2	2.3	39.0	13.9	0.0	5.1
Faculty club comm.	6.9	2.3	2.3	0.0	4.2	2.3	6.9	34.8	29.9	4.2	6.2
Curriculum meetings	4.2	6.9	4.2	4.2	6.9	4.2	13.9	34.8	11.8	2.3	6.6
Social functions	16.2	23.2	2.3	2.3	2.3	6.9	23.2	29.9	9.3	4.2	10.2
Visited teacher	16.2	23.2	13.9	2.3	2.3	2.3	0.0	29.9	0.0	0.0	9.9
Visited pupils	11.8	16.2	6.9	4.2	0.0	11.8	16.2	32.5	0.0	0.4	0.0
Future plans	2.3	16.2	13.9	4.2	0.0	13.9	6.9	30.0	2.3	2.3	8.0
Conf. with Prin.	18.0	16.2	13.9	2.3	2.3	2.3	9.3	23.2	9.3	4.2	0.0
Conf. with Supt.	9.3	11.8	20.0	0.0	0.0	6.9	4.2	25.5	9.3	4.2	8.8
Conference-guidance	2.3	62.8	0.0	6.9	0.0	13.9	13.9	0.0	0.2	0.0	0.0
Conference-librarian	0.0	9.3	2.3	9.3	0.0	6.9	6.9	41.6	11.8	9.3	2.6
Conference-nurse	4.2	13.9	4.2	9.3	0.0	4.2	11.8	23.2	13.9	11.8	3.9
Conference-Voc.Ed.	4.2	11.8	0.0	9.3	0.0	4.2	11.8	20.0	25.5	11.8	1.4
Conference-custodian	4.2	9.3	0.0	6.9	0.0	4.2	18.0	29.9	11.3	16.2	0.0
Conf.-coordinator	20.0	20.0	30.0	0.0	0.0	0.0	9.3	13.9	2.3	0.3	0.0 ¹⁹¹
Noon hour duty	16.2	6.9	29.9	2.3	6.9	0.0	2.3	11.8	13.9	6.9	2.9
Served as sponsor	6.9	6.9	2.3	0.0	0.0	4.2	29.9	48.8	1.0	0.0	0.0



TABLE V (cont.)

Birmingham Center (percentages)					
	Enjoyable Experience	Problem But Solved	Problem Never Solved	No Problem	Neutral or No Response
Part II - Miscellaneous Items:					
Housing	16.2	25.5	11.8	46.5	0.0
Meals	13.9	2.3	0.0	81.9	1.9
Transportation	4.2	25.5	4.2	65.0	1.1
Know the community	37.2	16.2	5.0	41.6	0.0
Church	44.0	0.0	0.0	66.0	0.0
Socializing	50.9	4.2	10.9	30.0	0.0
Social activities	50.9	18.0	11.1	20.0	0.0
Other staff	69.5	16.2	2.3	11.8	0.6
Lack of time	25.5	6.9	4.2	60.4	2.9
Lack of instruction	9.3	4.2	20.0	67.3	0.2
Too much responsibility	13.0	34.8	1.3	50.9	0.0
Freedom in planning	55.8	1.0	5.7	39.3	0.0
Instructional resources	6.9	13.9	9.1	65.0	0.0
School policy	13.9	20.0	18.0	48.1	0.0
Adequate advice	58.0	6.9	13.9	20.2	0.0
Professional closeness	74.4	4.2	16.2	5.2	0.0
Lack time for coordinator	11.8	9.3	13.9	65.0	0.0

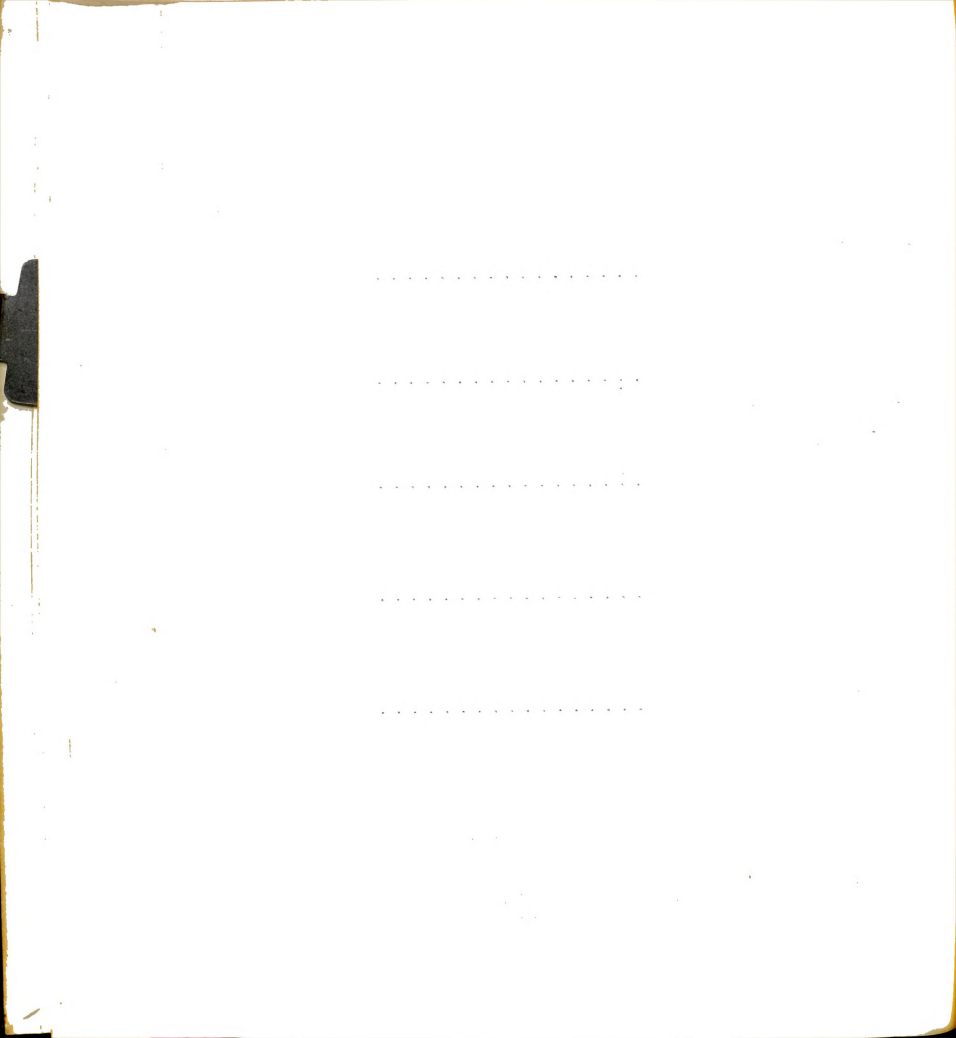


TABLE VI

FREQUENCY RESPONSE OF STUDENT TEACHERS

Battle Creek Center											
	Involved In (percentages)				Not Involved In (percentages)						
	Essential	Very Desirable	Desirable	Some Value	No Value	Essential	Very Desirable	Desirable	Some Value	No Value	Neutral or No Response
Part I - Community Activities:											
Attended P.T.A.	5.0	52.5	27.5	10.0	0.0	0.0	0.0	5.0	0.0	0.0	0.0
Attended clubs	2.5	10.0	0.0	25.0	0.0	0.0	2.5	17.5	12.5	25.0	5.0
Attended church	35.0	30.0	20.0	2.5	0.0	0.0	2.5	5.0	2.5	0.0	2.5
Community functions	5.0	7.3	22.5	12.5	2.5	0.0	2.5	10.0	32.5	0.0	5.2
Community service	2.5	27.5	0.0	2.5	0.0	2.5	27.5	15.0	10.0	10.0	2.5
Studied community	5.0	2.5	57.5	5.0	0.0	2.5	5.0	12.5	7.5	2.5	0.0
Local visits	10.0	35.0	12.5	35.0	0.0	2.5	5.0	0.0	0.0	0.0	10.0
Community resources	5.0	2.5	10.0	2.5	0.0	7.5	7.5	55.0	7.5	2.5	0.0
Taught lessons	77.5	7.5	0.0	0.0	0.0	12.5	2.5	0.0	0.0	0.0	0.0
Formed stud. comm.	30.0	30.0	0.0	2.5	0.0	7.5	7.5	0.0	5.0	0.0	5.0
Planned activities	72.5	22.5	2.5	2.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Teacher-pupil plan	60.0	20.0	5.0	0.0	0.0	10.0	0.0	0.0	2.5	0.0	2.5
Interest approach	32.5	40.0	7.5	0.0	0.0	12.5	0.0	2.5	2.5	0.0	0.0
Used experience	15.0	45.0	30.0	5.0	0.0	0.0	0.0	5.0	0.0	0.0	0.0
Pupil direction	22.5	55.0	5.0	2.5	0.0	5.0	5.0	5.0	0.0	0.0	0.0
Taught alone	90.0	7.5	0.0	0.0	0.0	0.0	0.0	2.5	0.0	0.0	0.0
Student leaders	7.5	50.0	0.0	12.5	0.0	10.0	2.5	5.0	5.0	2.5	5.0



TABLE VI (cont.)

Battle Creek Center

	Involved In (percentages)					Not Involved In (percentages)				
	Essential	Very Desirable	Desirable	Some Value	No Value	Essential	Very Desirable	Desirable	Some Value	No Value
Lesson plans	32.5	10.0	37.5	2.5	0.0	12.5	0.0	2.5	2.5	0.0
Planned well	85.0	2.5	0.0	0.0	0.0	7.5	5.0	0.0	0.0	0.0
Scientific method	2.5	35.0	47.5	5.0	0.0	0.0	2.5	2.5	0.0	0.0
Used visual aids	5.0	2.5	40.0	2.5	0.0	0.0	2.5	0.0	2.5	0.0
Local resources	5.0	25.0	5.0	0.0	0.0	45.0	7.5	7.5	0.0	5.0
Students supplement	12.5	10.0	35.0	5.0	0.0	15.0	2.5	17.5	0.0	0.0
Bulletin board	55.0	22.5	7.5	0.0	0.0	10.0	2.0	0.0	0.0	0.0
Arranged room	5.0	25.0	7.5	0.0	0.0	42.5	5.0	10.0	5.0	0.0
Study materials	7.5	30.0	25.0	0.0	0.0	30.0	5.0	2.5	0.0	0.0
Field trips	22.5	25.0	0.0	0.0	0.0	27.5	7.5	5.0	0.0	0.0
Examined	45.0	12.5	0.0	0.0	0.0	27.5	2.5	5.0	2.5	0.0
Pupil achievement	67.5	20.0	5.0	0.0	0.0	2.5	5.0	0.0	0.0	0.0
Graded papers	10.0	2.5	5.0	27.5	0.0	15.0	0.0	0.5	12.5	22.5
Used records	37.5	45.0	7.5	2.5	0.0	0.0	7.5	0.0	0.0	0.0
School records	37.5	12.5	27.5	0.0	0.0	0.0	7.5	15.0	0.0	0.0
Made case study	10.0	0.0	25.0	2.5	0.0	5.0	15.0	7.5	32.5	0.0
Did remedial work	52.5	7.5	5.0	0.0	0.0	7.5	2.5	25.0	0.0	0.0
Observed in area	50.0	15.0	10.0	2.5	0.0	17.5	0.0	0.0	0.0	0.0
Observed others	52.5	22.5	7.5	2.5	0.0	5.0	2.5	5.0	0.0	0.0
Visited teachers	52.5	35.0	7.5	0.0	0.0	0.0	2.5	0.0	0.0	0.0
Punished pupils	55.0	30.0	7.5	0.0	0.0	2.5	2.5	0.0	0.0	0.0

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TABLE VI (cont.)

Battle Creek Center		<u>Involved In</u> (percentages)					<u>Not Involved In</u> (percentages)				
	Essential	Very Desirable	Desirable	Some Value	No Value	Essential	Very Desirable	Desirable	Some Value	No Value	Neutral or No Response
Outside school functions	35.0	10.0	42.5	0.0	0.0	2.5	2.5	2.5	2.5	0.0	2.5
Attended faculty mtg	72.5	15.0	5.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7.5
Attd. Dist. MEA mtg.	2.5	27.5	20.0	5.0	2.5	2.5	2.5	22.5	5.0	5.0	5.0
Attd. Regl. MEA mtg.	2.5	5.0	27.5	2.5	0.0	0.0	5.0	40.0	7.5	7.5	2.5
Faculty club mtg.	0.0	5.0	25.0	7.5	2.5	0.0	2.5	32.5	15.0	2.5	7.5
Faculty club comm.	0.0	2.5	0.0	2.5	0.0	0.0	35.0	37.5	12.5	0.0	10.0
Curriculum meetings	2.5	37.5	27.5	2.5	0.0	2.5	15.0	10.0	2.5	0.0	0.0
Social functions	10.0	15.0	7.5	0.0	0.0	2.5	27.5	25.0	2.5	2.5	7.5
Visited teacher	7.5	15.0	52.5	0.0	0.0	0.0	0.0	7.5	2.5	2.5	12.5
Visited pupils	2.5	12.5	7.5	0.0	0.0	7.5	32.5	2.6	30.0	2.5	2.5
Future plans	5.0	27.5	12.5	0.0	0.0	0.0	15.0	12.5	20.0	5.0	2.5
Conference-Prin.	15.0	2.5	27.5	0.0	0.0	27.5	7.5	10.0	2.5	0.0	7.5
Conference-Supt.	2.5	5.0	0.0	0.0	0.0	10.0	32.5	32.5	5.0	2.5	10.0
Conference-Guidance	5.0	2.5	0.0	0.0	0.0	15.0	20.0	42.5	10.0	0.0	5.5
Conference-Librarian	0.0	0.0	7.5	0.0	0.0	7.5	25.0	50.0	11.5	0.0	0.0
Conference-Nurse	0.0	5.0	0.0	0.0	0.0	7.5	22.5	35.0	20.0	2.5	7.5
Conference-Custodian	0.0	5.0	0.0	0.0	2.5	5.0	17.5	45.0	15.0	5.0	5.0
Conference-Voc. Ed.	0.0	0.0	0.0	0.0	0.0	7.5	17.5	40.0	22.5	0.0	8.5 ¹⁶⁸
Conference-Coordinator	7.5	47.5	10.0	0.0	0.0	0.0	5.0	5.0	7.5	0.0	20.0
Noon hour duty	2.5	2.5	2.5	2.5	2.5	0.0	2.5	17.5	30.0	7.5	30.0
Served as sponsor	32.5	27.5	5.0	5.0	0.0	0.0	5.0	12.5	7.5	0.0	5.0

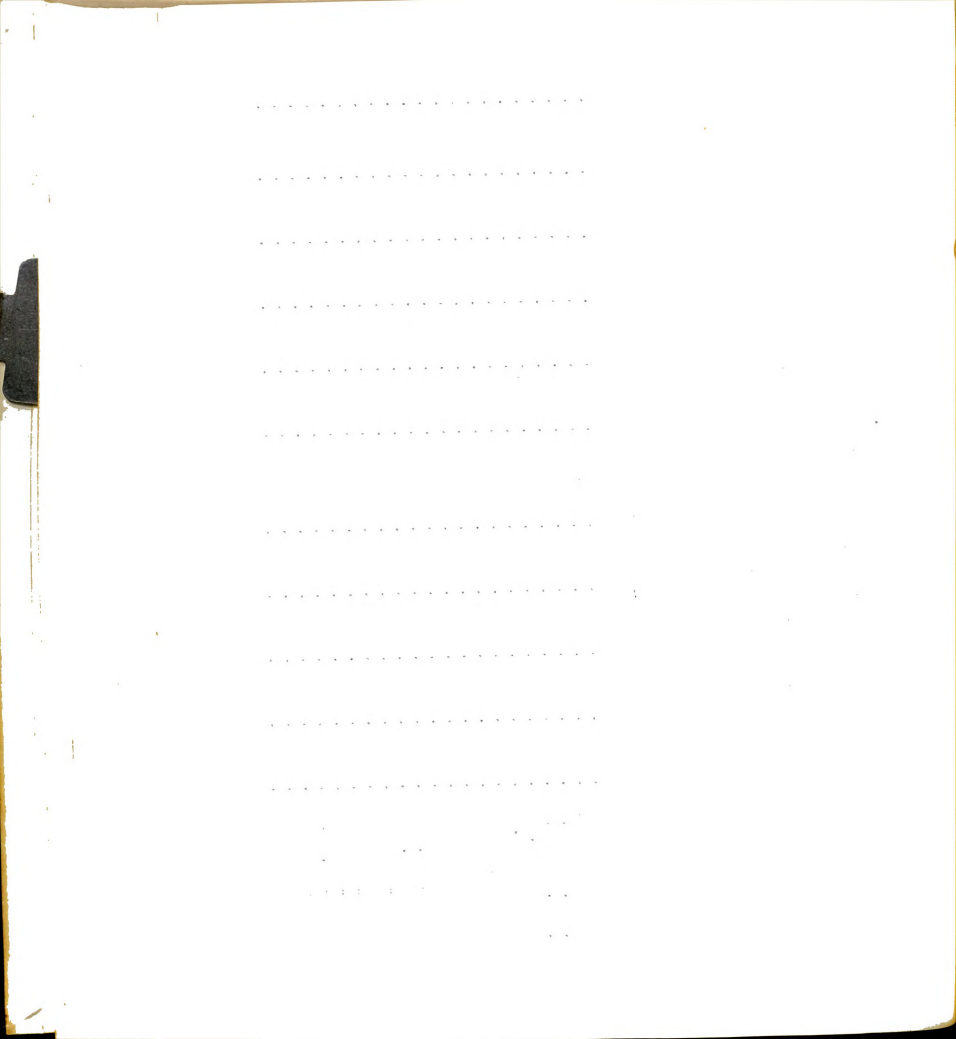


TABLE VI (cont.)

	Battle Creek Center (percentages)				
	Enjoyable Experience	Problem But Solved	Problem Never Solved	No Problem	Neutral or No Response
Part II - Miscellaneous Items:					
Housing	47.5	37.5	5.0	10.0	0.0
Meals	42.5	15.0	2.5	37.5	2.5
Transportation	20.0	25.0	2.5	52.5	0.0
Know the community	72.5	22.5	0.0	5.0	0.0
Church	15.0	2.5	0.0	67.5	15.0
Socializing	40.0	5.0	20.0	35.0	0.0
Social activities	7.5	5.0	17.5	65.0	5.0
Other staff	52.5	10.0	5.0	32.5	0.0
Lack of time	5.0	15.0	0.0	80.0	0.0
Lack of instruction	5.0	1.5	7.5	82.5	3.5
Too much responsibility	5.0	15.0	0.0	80.0	0.0
Freedom in planning	37.5	10.0	37.5	55.0	0.0
Instructional resources	5.0	30.0	0.0	65.0	0.0
School policy	0.0	12.5	20.0	67.5	0.0
Adequate Advice	27.5	7.5	35.0	30.0	0.0
Professional closeness	60.0	15.0	15.0	10.0	0.0
Lack of time for coordinator	5.0	5.0	17.5	35.0	38.0



TABLE VII

FREQUENCY RESPONSE OF STUDENT TEACHERS

Grand Rapids Center											
Involved In (percentages)						Not Involved In (percentages)					
Essential	Very Desirable	Desirable	Some Value	No Value	Essential	Very Desirable	Desirable	Some Value	No Value	Neutral or No Response	
Part I - Community Activities:											
Attended P.T.A.	25.2	11.4	31.8	9.0	0.0	9.0	6.8	2.2	2.2	0.4	
Attended clubs	0.0	18.2	2.2	11.4	0.0	2.1	34.4	25.2	2.0	0.0	
Attended church	40.9	16.0	2.2	2.2	0.0	11.4	13.6	13.6	0.0	0.1	
Community function	2.2	13.6	6.8	0.0	0.0	22.7	29.8	22.7	0.0	1.2	
Community service	0.0	4.5	16.0	0.0	0.0	25.2	22.7	25.2	4.2	0.0	
Studied community	6.8	2.2	20.6	0.0	2.2	43.6	9.0	13.6	2.0	0.0	
Local visits	27.2	20.6	13.6	18.2	0.0	13.6	4.5	0.0	2.2	0.1	
Community resources	18.2	18.2	11.4	2.2	2.2	25.2	18.2	4.0	0.0	0.0	
Taught lessons	86.3	13.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	
Formed student comm.	16.0	16.0	4.5	0.0	16.0	0.0	16.0	25.2	4.5	1.8	
Planned activities	52.8	29.8	11.4	0.0	6.0	0.0	0.0	0.0	0.0	0.0	
Teacher-pupil plan	45.4	16.0	2.2	11.4	13.6	0.0	0.0	9.0	0.0	2.4	
Interest approach	50.0	39.0	9.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	
Used experience	57.4	4.5	29.8	0.0	0.0	0.0	0.0	0.7	0.0	0.0	
Pupil direction	66.6	25.2	2.2	0.0	4.0	0.0	2.0	0.0	0.0	0.0	
Taught alone	81.8	0.0	16.0	0.0	2.2	0.0	0.0	0.0	0.0	0.0	170
Student leaders	40.9	4.5	18.2	0.0	2.2	2.2	29.8	2.3	0.0	0.0	



TABLE VII (cont.)

	Involved In (percentages)					Not Involved In (percentages)				
	Essential	Very Desirable	Desirable	Some Value	No Value	Essential	Very Desirable	Desirable	Some Value	No Value
Grand Rapids Center										
Lesson plans	45.4	2.2	20.6	0.0	0.0	0.0	9.0	0.0	13.6	0.0
Planned well	80.4	9.0	2.2	0.0	0.0	6.2	2.2	0.0	0.0	0.0
Scientific method	16.0	29.8	35.9	0.0	0.0	4.5	4.5	4.5	0.0	0.0
Used visual aids	54.5	25.2	6.8	0.0	0.0	2.2	11.3	0.0	0.0	0.0
Local resources	43.6	4.5	0.0	6.8	0.0	13.1	16.0	16.0	0.0	0.0
Student supplement	6.8	27.2	13.6	13.6	0.0	0.0	31.8	2.2	0.0	2.2
Bulletin board	35.9	22.7	18.2	0.0	0.0	2.2	0.0	0.0	9.0	0.0
Arranged room	27.2	29.8	9.0	0.0	0.0	4.5	20.6	2.2	6.8	0.0
Study materials	35.9	35.9	11.4	0.0	0.0	9.0	0.0	2.2	2.2	2.2
Field trip	34.4	2.2	9.0	0.0	0.0	9.0	29.8	2.2	6.8	0.0
Examined	54.5	13.6	0.0	0.0	0.0	11.4	16.0	2.2	0.0	0.1
Pupil achievement	54.5	13.6	13.6	0.0	0.0	11.4	6.9	0.0	2.2	0.0
Graded papers	29.8	6.8	0.0	2.2	0.0	4.5	13.6	34.4	4.5	0.0
Used records	43.6	11.4	9.0	18.0	0.0	16.0	2.0	0.0	0.0	0.0
School records	52.8	4.5	13.6	4.5	0.0	20.6	2.0	2.0	0.0	0.0
Made case study	31.8	9.0	18.2	0.0	0.0	4.5	16.0	13.6	4.5	0.0
Did remedial work	45.4	22.7	2.2	0.0	0.0	4.5	20.6	4.5	0.0	0.0
Observed in area	62.0	9.0	0.0	0.0	0.0	4.0	16.0	9.0	0.0	0.0
Observed others	66.6	6.8	11.4	9.0	0.0	4.5	2.2	0.0	0.0	0.0
Visited teachers	68.1	13.6	11.4	0.0	0.0	2.2	0.0	4.5	0.0	0.0
Punished pupils	59.0	25.2	5.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0



TABLE VII (cont.)

Grand Rapids Center

	Involved In (percentages)					Not Involved In (percentages)				
	Essential	Very Desirable	Desirable	Some Value	No Value	Essential	Very Desirable	Desirable	Some Value	No Value
Outside school										
function	54.5	16.0	16.0	2.2	0.0	0.0	4.5	6.8	0.0	0.0
Attended faculty mtg.	57.4	16.0	6.9	0.0	2.2	0.0	6.8	6.8	2.2	0.0
Attd. Dist. M.E.A.	4.5	0.0	22.7	0.0	0.0	0.0	35.9	25.2	4.5	6.8
Attd. Reg. M.E.A.	0.0	4.5	22.7	2.2	0.0	0.0	31.8	22.7	4.5	6.8
Faculty club mtg.	2.2	22.7	13.6	0.0	0.0	9.0	13.6	29.8	4.5	0.0
Faculty club comm.	0.0	6.8	0.0	11.4	0.0	2.2	34.4	25.2	11.4	0.0
Curriculum mtg.	16.0	16.0	2.2	0.0	0.0	9.0	13.6	18.2	16.0	0.0
Social functions	25.2	11.4	18.2	0.0	0.0	2.2	6.8	9.0	25.2	0.0
Visited teacher	22.7	25.2	4.5	0.0	0.0	0.0	4.5	11.4	27.2	4.5
Visited pupil	18.2	13.6	2.2	11.4	0.0	4.5	9.0	29.8	6.8	9.0
Future plans	13.6	22.7	31.8	0.0	0.0	2.2	13.6	6.8	4.5	2.2
Conference-Prin.	27.2	25.2	0.0	0.0	9.0	2.2	4.5	27.2	4.5	0.0
Conference-Supt.	18.2	2.2	40.9	0.0	0.0	4.5	6.8	29.8	11.4	0.0
Conference-Guidance	31.8	13.6	0.0	0.0	0.0	9.0	22.7	11.4	2.2	0.0
Conference-Librarian	6.8	11.4	9.0	2.2	0.0	18.2	16.0	13.6	16.0	4.6
Conference-Nurse	4.5	11.4	13.6	0.0	0.0	16.0	20.6	18.2	11.4	4.3
Conference-Custodian	9.0	13.6	4.5	9.0	2.2	9.0	11.4	16.0	13.6	10.5
Conference-Voc.Ed.	6.8	9.0	2.2	2.2	9.0	13.6	20.6	18.2	6.8	9.4
Conf. -Coordinator	35.9	4.5	13.6	0.0	0.0	0.0	20.6	9.0	6.8	5.1
Noon hour duty	40.9	0.0	18.2	0.0	0.0	0.0	20.6	2.2	9.0	4.6
Served as sponsor	16.0	20.6	2.2	0.0	0.0	25.2	11.4	16.0	4.5	1.9

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TABLE VII (cont.)

	<u>Grand Rapids Center</u> (percentages)				
	Enjoyable Experience	Problem But Solved	Problem Never Solved	No Problem	Neutral or No Response
Part II - Miscellaneous Items:					
Housing	31.8	18.2	16.0	34.0	0.0
Meals	18.2	4.5	4.5	72.7	0.2
Transportation	22.7	16.0	6.8	50.0	4.5
Know the community	52.8	2.2	0.0	43.6	1.4
Church	35.9	0.0	2.2	59.0	2.0
Socializing	13.7	0.0	18.2	68.1	0.0
Social activities	31.8	2.2	18.0	48.0	0.0
Other staff	68.1	6.8	0.0	13.6	11.5
Lack of time	4.5	18.2	4.5	71.2	1.6
Lack of instruction	4.5	0.0	34.4	61.1	0.0
Too much responsibility	13.6	13.6	4.5	68.1	1.2
Freedom in planning	71.0	0.0	9.0	20.0	0.0
Instructional resources	0.2	4.0	18.2	77.2	0.0
School policy	4.5	13.6	2.2	77.2	2.5
Adequate advice	54.5	0.0	18.2	27.3	0.0
Professional closeness	68.1	2.2	9.0	11.4	9.3
Lack time for coordinator	0.0	4.5	34.4	54.5	6.6



TABLE VIII

FREQUENCY RESPONSE OF STUDENT TEACHERS

Southwestern Michigan Center

Involved In
(percentages)

Not Involved In
(percentages)

Essential
Very Desirable
Desirable
Some Value
No Value
Essential
Very Desirable
Desirable
Some Value
No Value

Very Desirable
Desirable
Some Value
No Value
Essential
Very Desirable
Desirable
Some Value
No Value

Neutral or
No Response

Part I - Community Activities:

Attended P.T.A.	18.7	16.6	25.0	12.7	2.0	2.0	2.0	0.0	8.3	0.0	0.0	5.4
Attended clubs	0.0	18.7	27.1	4.1	0.0	0.0	2.0	14.5	12.7	0.0	0.0	6.4
Attended church	33.3	22.9	10.4	2.0	0.0	0.0	6.2	4.1	6.2	2.0	2.0	6.7
Community function	14.5	6.2	0.0	0.0	0.0	0.0	8.3	12.7	18.7	4.1	4.1	6.1
Community service	2.0	8.3	6.2	0.0	0.0	0.0	4.1	18.7	25.0	2.0	2.0	8.7
Studied community	4.1	16.6	16.6	2.0	0.0	0.0	6.2	18.7	8.3	0.0	0.0	6.7
Local visits	18.7	20.8	22.9	2.0	0.0	0.0	4.1	2.0	6.2	0.0	0.0	6.7
Community resources	16.6	16.8	10.4	2.0	0.0	0.0	6.2	12.7	8.3	0.0	0.0	8.3
Taught lessons	56.2	20.8	0.0	0.0	0.0	0.0	2.0	2.0	0.0	0.0	0.0	19.0
Formed student comm.	16.6	31.2	2.0	0.0	0.0	0.0	2.0	25.0	4.1	0.0	0.0	8.7
Planned activities	50.0	22.9	4.1	0.0	0.0	0.0	6.2	6.2	2.0	0.0	0.0	3.6
Teacher-pupil plan	39.5	29.3	6.2	0.0	0.0	0.0	4.1	8.3	2.0	0.0	0.0	8.6
Interest approach	31.2	25.0	14.5	2.0	0.0	0.0	6.2	6.2	0.0	0.0	0.0	6.6
Used experience	39.5	39.5	12.7	0.0	0.0	0.0	0.0	2.0	0.0	0.0	0.0	6.3
Pupil direction	33.3	22.9	18.7	2.0	0.0	0.0	6.2	8.3	2.0	0.0	0.0	6.6
Taught alone	81.2	8.3	0.0	0.0	0.0	0.0	2.0	0.0	0.0	0.0	0.0	6.5
Student leaders	39.5	14.5	2.0	0.0	0.0	0.0	14.5	0.0	2.0	0.0	0.0	8.8
Lesson plans	50.0	25.0	4.1	2.0	0.0	0.0	0.0	0.0	4.1	0.0	0.0	10.0



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TABLE VIII (cont.)

	<u>Southwestern Mich. Center</u>									
	<u>Involved In</u> <u>(percentages)</u>					<u>Not Involved In</u> <u>(percentages)</u>				
	Essential	Very Desirable	Desirable	Some Value	No Value	Essential	Very Desirable	Desirable	Some Value	No Value
										Neutral or No Response
Planned well	75.0	8.2	2.0	0.0	0.0	2.0	4.1	0.0	0.0	8.6
Scientific method	14.5	25.0	20.8	4.1	2.0	4.1	4.1	6.2	0.0	12.0
Used visual aids	41.6	29.3	6.2	2.0	0.0	8.3	4.1	0.0	0.0	8.3
Local resources	18.7	12.7	2.0	0.0	0.0	6.2	27.1	25.0	0.0	8.3
Student supplement	39.5	20.8	4.1	0.0	0.0	4.1	10.4	8.3	2.0	2.0
Bulletin board	41.6	22.9	14.5	0.0	0.0	6.2	6.2	2.0	0.0	6.6
Arranged room	31.2	8.3	10.4	2.0	0.0	6.2	12.7	8.3	4.1	16.8
Study materials	33.3	18.7	16.6	0.0	0.0	4.1	16.6	4.1	0.0	6.6
Field trip	22.9	4.1	4.1	4.1	0.0	12.7	2.9	16.6	6.2	6.4
Examined	35.4	25.0	6.2	0.0	0.0	8.3	8.3	6.4	0.0	8.2
Pupil achievement	54.1	18.7	4.1	0.0	0.0	0.0	6.4	0.0	0.0	16.7
Graded papers	33.3	8.3	2.0	0.0	0.0	0.0	14.5	14.5	8.3	8.7
Used records	54.1	20.8	20.8	0.0	0.0	0.0	4.1	0.0	1.0	0.0
School records	50.0	14.5	12.7	0.0	0.0	2.0	2.0	10.4	2.0	6.4
Made case study	37.5	10.4	2.0	2.0	0.0	0.0	4.1	20.8	14.5	6.7
Did remedial work	37.5	29.3	4.1	2.0	2.0	6.2	6.2	6.2	0.0	6.5
Observed in area	62.5	18.7	8.3	0.0	0.0	2.0	0.0	0.0	0.0	8.5
Observed others	64.5	18.7	10.4	0.0	0.0	0.0	0.0	0.0	0.0	6.4
Visited teachers	66.6	16.6	6.2	2.0	0.0	0.0	0.0	0.0	0.0	6.6
Punished pupils	66.6	16.6	0.0	0.0	0.0	2.0	2.0	4.1	0.0	8.9



TABLE VIII (cont.)

Southwestern Mich. Center		Involved In (percentages)					Not Involved In (percentages)					No Value	No Response
		Essential	Very Desirable	Desirable	Some Value	No Value	Essential	Very Desirable	Desirable	Some Value	No Value		
Outside school functions	29.3	13.7	6.2	2.0	0.0	0.0	0.0	4.1	4.1	0.0	0.0	0.0	8.6
Attended faculty mtg.	20.8	37.5	12.7	2.0	0.0	0.0	4.1	6.2	4.1	4.1	0.0	0.0	8.5
Attnd. Dist. M.E.A.	8.3	8.3	14.5	4.1	0.0	0.0	10.4	12.7	18.7	10.4	2.0	0.0	9.0
Attnd. Reg. M.E.A.	4.1	8.3	16.6	2.0	0.0	0.0	12.7	18.7	18.7	10.4	2.0	0.0	6.5
Faculty club meeting	10.4	11.5	20.8	0.0	0.0	0.0	6.2	12.7	18.7	6.2	0.0	0.0	10.5
Faculty club comm.	0.0	2.0	6.2	0.0	0.0	0.0	4.1	25.0	29.3	16.6	8.3	0.0	8.5
Curriculum meetings	14.5	10.4	12.7	12.7	0.0	0.0	2.0	27.1	12.7	2.0	0.0	0.0	8.2
Social functions	25.0	37.5	16.6	0.0	0.0	0.0	4.1	4.1	8.3	4.1	0.0	0.0	0.3
Visited teacher	31.2	25.0	22.9	2.0	0.0	0.0	8.3	18.7	16.6	14.5	0.0	4.1	8.8
Visited pupil	6.2	16.6	10.4	0.0	0.0	0.0	6.2	14.5	6.2	8.3	0.0	0.0	8.7
Future plans	16.6	27.1	16.6	2.0	0.0	0.0	2.0	10.4	6.2	8.3	2.0	0.0	8.8
Conference-Prin.	16.6	25.0	4.1	0.0	0.0	0.0	2.0	12.7	14.5	12.7	0.0	0.0	12.5
Conference-Supt.	20.8	10.4	6.2	6.2	0.0	0.0	6.2	14.5	16.6	8.3	2.0	0.0	8.8
Conference-Guidance	14.5	6.2	8.3	0.0	0.0	0.0	8.3	18.7	18.7	10.4	2.0	0.0	12.9
Conference-Librarian	6.2	8.3	6.2	0.0	0.0	0.0	4.1	20.8	22.9	14.5	4.1	0.0	12.9
Conference-Nurse	10.4	10.4	8.3	4.1	0.0	0.0	6.2	20.8	14.5	12.7	2.0	0.0	10.5
Conference-Custodian	10.4	6.2	6.2	4.1	2.0	0.0	0.0	18.7	16.6	22.9	4.1	0.0	8.8
Conference-Voc.Ed.	6.2	8.3	6.2	0.0	0.0	0.0	6.2	18.7	20.8	14.5	4.1	0.0	13.0
Conference-Coordinr.	10.4	29.3	16.6	4.1	2.0	0.0	0.0	6.2	6.2	4.1	2.0	0.0	18.1
Noon hour duty	12.7	4.1	4.1	4.1	0.0	0.0	4.1	18.7	25.0	14.5	6.2	0.0	6.5
Served as sponsor	14.5	2.0	6.2	0.0	0.0	0.0	2.0	29.3	33.3	8.5	0.0	0.0	4.4



TABLE VIII (cont.)

Southwestern Mich. Center (percentages)					
	Enjoyable Experience	Problem But Solved	Problem Never Solved	No Problem	Neutral or No Response
Part II - Miscellaneous Items:					
Housing	47.9	20.8	6.2	18.7	6.4
Meals	37.5	4.1	4.1	50.0	4.7
Transportation	29.3	18.7	4.1	41.6	6.3
Know the community	62.5	4.1	0.0	27.1	6.3
Church	35.4	12.7	10.4	42.2	0.0
Socializing	66.6	6.2	10.4	10.4	6.4
Social activities	45.8	14.5	20.8	12.7	6.2
Other staff	75.0	2.0	2.0	12.7	6.3
Lack of time	14.5	12.7	2.0	64.5	6.3
Lack of instruction	14.5	0.0	4.1	72.9	8.5
Too much responsibility	12.7	4.1	2.0	72.9	8.3
Freedom in planning	47.9	2.0	4.1	43.7	2.3
Instructional resources	16.6	14.5	12.7	56.4	0.0
School policy	12.7	18.7	0.0	60.4	8.2
Adequate advice	39.5	4.1	6.2	43.7	6.5
Professional closeness	54.1	6.2	2.0	27.1	10.6
Lack time for coordinator	10.4	12.7	0.0	68.8	8.1











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