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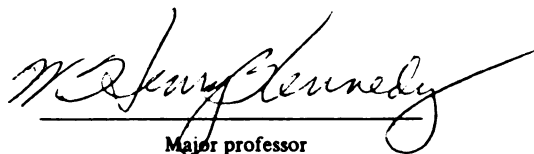
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UNIQUE CONTRIBUTIONS OF THE VOCATIONAL HOME
ECONOMICS TEACHER EDUCATOR TO A STUDENT
TEACHING PROGRAM COORDINATED BY
OTHER TEACHER EDUCATORS
(AN EXPLORATORY STUDY)
presented by

Dorothy Funk West

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ABSTRACT

UNIQUE CONTRIBUTIONS OF THE VOCATIONAL HOME ECONOMICS TEACHER EDUCATOR TO A STUDENT TEACHING PROGRAM COORDINATED BY OTHER TEACHER EDUCATORS (AN EXPLORATORY STUDY)

By

Dorothy Funk West

The major purpose of this study was to explore the unique contributions of the "specialist" teacher educator in a "generalist" coordinated student teacher program. The literature reveals the concern among teacher educators about who should provide the college supervision of student teaching. Therefore this study sought to identify possible gaps in a student teaching program coordinated by education generalists.

Twenty-five Michigan State University Coordinators of student teaching and thirty-three Home Economics Supervising Teachers were interviewed during winter term, 1969. Thirty Home Economics Student Teachers from this term responded to a questionnaire. The instruments for the three groups were developed in parallel form and served four major purposes: (a) to gather data concerning the background characteristics of each group, (b) to obtain

recommendations for the future operation of home economics student teaching at Michigan State University, (c) to identify to what extent a group of objectives, classified as unique to home economics student teaching, were provided for student teachers in a generalist coordinated program of student teaching, and (d) to determine the priority of the objectives for student teaching in home economics.

As a basis for analyzing the unique contributions of the home economics teacher educator to student teaching, several hypotheses and research questions were explored. The significant major findings from these are:

1. Supervising teachers of home economics rated their student teachers higher in achievement of the home economics student teaching objectives than student teachers rated themselves. Student teachers generally indicated a lack of confidence in their teaching competency and rated themselves low to average on objective achievement.

2. The number of learning experiences provided the student teacher for objective achievement correlated positively with the supervising teachers': (a) completion of a course in supervision of student teachers, and (b) having graduated from Michigan State University. No significant correlations were found between the number of learning experiences provided and the supervising teachers': (a) type of home economics program, (b) grade level currently

teaching, (c) amount of graduate coursework completed, (d) total number of student teachers supervised, and (e) total number of years taught. A conclusion drawn from these findings was that secondary approved vocational programs did not provide the student teacher with more experiences for achievement of the objectives analyzed in this study than did other programs not vocationally approved.

3. Learning experiences were generally provided the student teacher for those objectives rated as high priority for student teaching. This finding raised the question about the uniqueness of home economics student teaching which is different from other subject matter areas.

Over 80 per cent of the University Coordinators and Home Economics Supervising Teachers indicated there should be regular contacts between the student teaching supervisory staff and the home economics teacher educators. However, the greatest contribution of the home economics teacher educator was seen as that of information sharing and in-service training rather than that of a college supervisor.

Specific problems and recommendations were made by the three groups surveyed and the special contributions of the home economics teacher educator were identified to include: (a) description of the behavioral objectives for home economics student teaching, (b) provision for in-service education to University Coordinators and supervising teachers, (c) their services as resource persons

to secondary schools, (d) the development of cooperative relationships between college subject matter specialists and secondary teachers, and (e) provision for continuous feedback to the student teaching program and to the home economics subject matter specialists.

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By

Dorothy Funk West

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CHAPTER I

INTRODUCTION

Michigan State University has one of the largest student teaching programs in the nation. During 1968-1969, for example, over 2,750 teacher candidates were enrolled in student teaching. And of these, eighty-eight were majors in home economics.

The Student Teaching Program at Michigan State is an off-campus program that cooperates with some 130 school districts in sixteen geographical centers in both rural and urban communities. However, the centers are more heavily concentrated in the more densely populated areas of the state. Each center is directed by a student teaching coordinator who is a full-time College of Education faculty member. The center directors are responsible for the placement and supervision of student teachers in the group of cooperating schools within the geographical range of the center.

Although the primary pattern of student teaching supervision at Michigan State utilizes general supervisory personnel (college supervisors who are specialists in the

various major teaching fields provide specialized assistance when requested) the purpose of student teaching is still to provide the laboratory experience for the development of competent teachers who can function effectively in the teaching role.

Statement of the Problem

The overriding aim of this study was to clarify the potential role of the home economics teacher educator in a student teaching program coordinated by college generalists. In order to identify the possible supportive roles of teacher educators of home economics in student teaching, several antecedent problems were explored.

A major purpose of the present study was to determine to what extent a group of objectives, identified in an earlier study as unique to home economics student teaching, were provided for in the instruction of home economics student teachers at Michigan State University during winter term, 1969. Related purposes were to: (1) analyze the relationship between the student teacher's self-rating and the supervising teacher's rating on the level of achievement of the home economic's student teaching objectives; (2) analyze the relationship between the provision for learning experiences related to the

home economics student teaching objectives and selected descriptive characteristics of Michigan State University Coordinators and Home Economics Supervising Teachers;

(3) analyze the relationship between the degree of achievement of the selected objectives and specific descriptive characteristics of Home Economics Supervising Teachers and student teachers; (4) analyze the relationship between the provision for learning experiences for achieving the objectives and the self-rating of student teachers in objective achievement; and (5) identify the recommendations of University Coordinators, Home Economics Supervising Teachers, and Home Economics Student Teachers regarding the future role of home economics teacher educators in contributing to quality student teaching experiences in home economics at Michigan State University.

Other problems explored included the identification of the various types and number of learning experiences provided to help the Home Economics Student Teachers achieve the Unique Home Economics Student Teaching Objectives, and the identification of the priority rating for each of the objectives as perceived by the University Coordinators and the Home Economics Supervising Teachers.

Background for the Study--Historical Perspective
of Home Economics Student Teaching at
Michigan State University

This study focuses on the present student teaching program in home economics at Michigan State University, and since the present program came about as a result of earlier decisions, it is appropriate to review the historical developments prior to 1968. The purpose is to lend perspective to the present organizational patterns of student teaching in home economics.

Clem¹ and Anthony² reviewed the historical development of student teaching at Michigan State University and studied various aspects of the full-time, off-campus program during the first five years of its operation. Clem in 1958 reviewed the strengths and weaknesses of the program while Anthony, in 1959, appraised the services rendered to off-campus supervising teachers and centers. Noll³ described the historical developments within the teacher education program at Michigan State University and

¹Paul Clem, "A Study of the Michigan State University Full-Time Resident Student Teaching Program" (unpublished Ph.D. dissertation, Michigan State University, 1958).

²Hazel Anthony, "An Appraisal of the Services Rendered to Off-Campus Supervising Teachers and Centers by Michigan State University" (unpublished Ph.D. dissertation, University of Pennsylvania, 1961).

³Victor Noll, The Preparation of Teachers at Michigan State University (East Lansing, Mich.: College of Education, Michigan State University, 1968).

made frequent mention to the developments within student teaching and home economics education.

In addition to the already mentioned sources, several personal interviews were conducted with individuals who were either directly or indirectly involved in the program changes to gain information from them. Based upon the information received during the interviews and that obtained from the literature a brief description of the developments in student teaching, as it related to home economics education and this study, is presented.

The establishment of student teaching programs in vocational agriculture and home economics at Michigan State College fulfilled a necessary requirement of the Smith-Hughes Act of 1917. Noll stated that the first record of any practice teaching undertaken at Michigan State was in 1903 under the directorship of Dean Gilchrist, Dean of Women Students.⁴

The early student teaching assignments appear to have been arranged informally. However, Anthony⁵ noted that by 1920 the first critic teacher was appointed in home economics. The National Vocational Act provided funds for salaries of the critic teachers, and for equipment.

⁴Ibid., p. 18.

⁵Anthony, "An Appraisal of the Services Rendered to Off-Campus Supervising Teachers and Centers by Michigan State University," p. 15.

In 1938 the home economics supervising teachers were selected and employed jointly by the university, with three-fourths of their salary provided by the local school. Since schools near the university were used, buses transported the student teachers from the university to their respective assignments. A supervising teacher worked with eight student teachers each day. There were four in the morning and four in the afternoon. The home economics student teachers had two terms of student teaching during this time. Each student teacher spent one term in a small school system and a second term in a large school system. The methods classes were taught during the first term of student teaching.

Noll reported that the first experiment in full-time student teaching was carried out in the winter of 1939. For this experiment seventeen vocational home economics student teachers volunteered for the program.⁶ Beginning in 1942 all student teachers in home economics had a half term of full-time student teaching. The home economics coordinator and student teachers lived in the city where the center was located. Following the half term of off-campus student teaching, the students moved into the home management residence experience for the remainder of the term. Each student taught one class

⁶Noll, The Preparation of Teachers at Michigan State University, p. 82.

near campus for six weeks prior to the half term of full-time, off-campus student teaching.⁷

In 1946 an experimental off-campus student teaching program was designed for majors in elementary education. Anthony⁸ reviewed the 1956 report to the All-University Research Committee and noted that between the fall terms of the years 1946-1954 (with the exception of 1948), 173 students majoring in elementary education selected the experimental full-time resident student teaching program in Marshall, Michigan. Each student teacher in the program worked one-half day under the supervision of a teacher in the classroom and devoted the other half-day to experiences related to classroom activities. The experiences gained in the full-time student teaching program supported the idea that all student teachers should have this experience. By the fall of 1956, this plan went into action.

Hurt reported that in 1953 the home economics program began the pattern of full term, off-campus resident student teaching in six cooperating schools: Grand Rapids, Lansing, Grand Ledge, Charlotte, Okemos, and Haslett. The college supervision was provided by a home

⁷Mary Lee Hurt, staff member in Home Economics Education, Michigan State University, 1938-1958, personal interview, October 15, 1968.

⁸Anthony, "An Appraisal of the Services Rendered to Off-Campus Supervising Teachers and Centers by Michigan State University," pp. 18-19.

economics supervisor from the university who visited the student teacher either once a week or once every two weeks. The requirement of a Master's degree for supervising teachers was dropped. The university home economics teacher educators selected each of the school programs and identified "master" supervising teachers. Selections were made with the help of the State Department of Education; however, in the final analysis, the principal of the school made the final decision. University supervisors conducted college financed, in-service workshops for cooperating teachers on campus.⁹

In the fall of 1956, the College of Education initiated a program of full-time student teaching for all student teachers and established eight centers for off-campus teaching experiences. The home economics program continued to use its own previously identified schools for student teacher placement where the schools were outside the new centers. But it also converted to the use of the "generalist" coordinated program in those schools where they had previously placed student teachers. College supervision in the new centers came from the "generalist" coordinator. Thus home economics education participated in a dual type of student teaching program.

⁹Mary Lee Hurt, personal interview.

Shear¹⁰ observed that around 1965 the selection of Home Economics Supervising Teachers in the generalist coordinated centers was transferred from the home economics education staff to the student teaching office staff. Placement of Home Economics Student Teachers through the student teaching office, rather than through home economics education, as reported by Shear, was due to several factors: large number of student teachers, lack of communication between student teaching office and home economics education staff, fewer home economics education staff, and new members in home economics education who were unfamiliar with the procedures.

Until fall, 1968, the special schools other than those in the regular student teaching centers were still being used for placement of home economics student teachers. These secondary schools in the special centers were evaluated as having good home economics programs and highly rated supervising teachers in home economics. In-service education of supervising teachers, through workshops and personal visits, were provided by the home economics education staff. These characteristics of the home economics student teaching program were viewed as favorable and desirable by the home economics education staff. Thus, a conflict in personal attitudes was felt by the home economics

¹⁰Twyla Shear, staff member in Home Economics Education, Michigan State University, 1956-1968, personal interview, August 16, 1968.

education staff, when in 1968, all home economics student teacher placement and supervision was absorbed into the existing student teaching program. Further concern was expressed when no staff time or resources in home economics education were allocated to any of the activities related to student teaching.

The major concern expressed by the Michigan State home economics teacher educators was over the loss of contacts with home economics student teachers and home economics supervising teachers. Philosophical differences in points of view about student teaching supervision were expressed by the education faculty, particularly those representing general teacher education and those representing the subject matter areas. Two diverging points of view emerged. One centered on "teaching-is-teaching regardless of the subject matter area" and "teaching in home economics is unique and requires some special planned experiences and guidance."

With this issue in mind the home economics education staff in the fall of 1968 became involved in determining if there were unique experiences and behaviors required of home economics student teachers; and if there were, what were they? This led to the development of a study in which forty-one vocational home economics teacher educators were asked to identify the objectives that were

unique to home economics student teaching. If the student teacher needed a home economics trained person as a guide to achieve an objective most effectively, the teacher educator was asked to classify the objectives as unique. The eighteen Unique Home Economics Student Teaching Objectives, identified in fall, 1968, by thirty-nine Vocational Home Economics Teacher Educators became the foundation for the present study.

Need for the Study

Teacher education institutions are faced with the task of providing relevant and effective experiences for increasing numbers of student teachers each year and a continuous re-appraisal of existing student teaching practices is needed to provide the best preparation for all home economics student teachers. Of the undergraduates majoring in home economics nationally, McGrath reported that in 1964, 46.6 per cent were in home economics education. The increase in home economics majors in all American colleges and universities was from 3,571 in 1957-1958, to 4,343 in 1963-1964.¹¹

The student teaching experience has long been considered an important aspect of teacher preparation in home economics, as in other fields. Today more and more schools

¹¹Earl McGrath and Jack Johnson, The Changing Mission of Home Economics (New York: Columbia University, Teachers College Press, 1968), p. 21.

are serving as laboratories for student teachers. The importance of a quality student teaching experience rests on providing the student the opportunity to put to use a cumulative body of personal and professional preparation through a program of guided teaching experiences.

In spite of the expressed importance of student teaching among writers in teacher education, there is still widespread dissatisfaction with the effectiveness of many student teaching programs. Many types of student teaching program patterns exist, however, there is little research to indicate one pattern or mode of operation is more effective than another in the preparation of teachers. The committee on research in student teaching of the American Association of Student Teaching indicated that:

. . . there is a need to observe experimentally the effects of different types of student teaching programs, or experiences in lieu of student teaching relative to the prospective teachers': (1) knowledge of good educational practices, (2) personality traits and changes in personality traits, (3) skill in using classroom activities, (4) attitudes toward teaching, (5) ability to recognize his pupils' problems, (6) ability to recognize his subject matter content and resource materials, and (7) knowledge of teaching field of specialization.¹²

The experiences and training of student teachers is felt to be jointly the responsibility of the college

¹²Association for Student Teaching, Research on Student Teaching, Bulletin No. 5 (Dubuque, Iowa: Wm. C. Brown Co., 1965), p. 27.

and the public schools. But Lindsey¹³ indicates that the present practices of the student teaching coordinating team are too limited, too superficial, and too unproductive. Lindsey described the limited cooperative efforts among college and school personnel in student teaching coordination when she wrote:

. . . On the school side of the roster may be found extremely remote participation by school superintendents, somewhat less remote participation by school principals, and deep involvement by selected classroom teachers who have student teachers or interns in their classrooms. On the college side, involvement is often limited to the administrator of student teaching and his corps of supervisors; infrequently do other college teachers or administrators actively participate at any point in the cooperative endeavor. Where persons beyond those directly related to supervising students are now included, roles assigned to them are for the most part, and most situations, advisory in nature.¹⁴

As the staff and time resources decreased in home economics education at Michigan State University, so did the involvement in student teaching activities decrease. With few exceptions, student teaching supervision is coordinated through the student teaching office. Michigan State University uses resident off-campus student teaching centers coordinated by staff from the College of Education.

¹³Margaret Lindsey, "Speculations on the Future of Teacher Education and Cooperative Endeavors," in Partnership in Teacher Education, ed. by Smith, Olsen, Johnson, and Barbour (Washington, D.C.: The American Association of Colleges for Teacher Education, 1966), p. 293.

¹⁴Ibid.

University home economics teacher educators no longer visit student teachers but depend upon the personnel in the center to select qualified Home Economics Supervising Teachers and to provide quality learning experiences. Consistent with this plan other subject matter teacher educators at Michigan State University also depend on the coordinating staff in student teaching to supervise their student teachers.

Accompanying a "generalist" coordinated student teaching program, are program characteristics of concern to of home economics teacher educators and may be of some concern to other universities and academic teaching fields utilizing the pattern of general college supervision in student teaching. These concerns are:

1. The degree of collaboration between university staff and the secondary school staff in the subject matter teaching areas is reduced, because the university will no longer financially support several different supervisors in specialized areas, supervising each of its student teachers in each of the off-campus centers.
2. Since the "generalist" University Coordinator primarily selects the supervising teachers, supervising teachers may or may not be aware of the philosophy and program of the subject matter area at the university from which their

student teacher came. A philosophy divergent with the student's preparation can cause conflict and frustration for both parties involved.

3. Off-campus resident centers are limited in numbers of available reimbursed vocational home economics programs and/or quality senior high school programs in home economics, therefore making it increasingly difficult to meet the university's vocational standards in the preparation of teachers in vocational home economics.
4. Coordinators who supervise in all subject fields and who assist the home economics student teachers and supervising teachers, do not have the competencies in home economics philosophy and subject matter to adequately qualify them to judge this aspect of student teaching.
5. At the individual student teacher level, the nature of the student teaching program is such that the student teacher participates in an isolated course (Education 436) not directly related to the pre- or post-activities of the university classroom experiences. The possibility of lack of feedback from both on-campus,

and off-campus teacher preparation experiences becomes an increasing possibility.

There is little research which supports the advantages or limitations of the various coordination patterns in student teaching. The literature does little more than confirm the need for such an investigation.¹⁵ The specialized contributions of the "generalist" and "specialist" in student teaching coordination remain mostly unidentified. Therefore, the present study seeks to explore the potential unique contributions of the "specialist" (home economics teacher educator) in a "generalist" coordinated student teaching program. However, the findings have implications for other subject matter teacher educators and teacher education institutions faced with a similar situation of large enrollments and limited resources.

Purposes of the Study

The primary purpose of the study was to be able to describe potential roles in student teaching for the home economics teacher educator in a generalist coordinated student teacher program. A role description was derived from the information obtained from the related research and through the exploration of the following related purposes:

¹⁵American Association of Student Teaching, Research and Professional Experiences in Teacher Education, Bulletin No. 20 (Cedar Falls, Iowa: Association for Student Teaching, 1963), p. 102.

- a. To examine the relationship between the self-rating of a student teacher, and the supervising teacher's rating of the student teacher, in the achievement of the objectives unique to home economics student teaching.
- b. To examine selected descriptive characteristics of: (1) Home Economics Supervising Teachers, and (2) University Coordinators, and the relationship of the characteristics to the number of times learning experiences are provided for achieving the objectives unique to home economics student teaching.
- c. To examine selected descriptive characteristics of: (1) Home Economics Supervising Teachers, and (2) Home Economics Student Teachers, and the relationship of the characteristics to the student teacher's self-rating of achievement of the objectives unique to home economics student teaching.
- d. To determine the relationship between the provision for experiences for achieving the objectives unique to home economics student teaching and the student teacher's self-rating of achievement of the objectives.

- e. To identify those objectives which Home Economics Supervising Teachers and University Coordinators consider to be of highest priority for Home Economics Student Teaching.
- f. To identify the types and extent to which experiences are provided Home Economics Student Teachers for achieving the objectives unique to home economics student teaching.
- g. To examine the specific evaluations and recommendations of the University Coordinators, Home Economics Supervising Teachers, and Home Economics Student Teachers for student teaching in home economics.
- h. To describe, on the basis of findings from this study, further research needs in home economics teacher education and student teaching.

Definition of Terms

For purposes of this study, the following operational definitions were used:

University Coordinators.--A member of the student teaching faculty in the College of Education who serves as a liaison among administrators of the cooperating public schools, the supervising teachers, the student teachers, and the college. He is a college supervisor of student teaching and an instructor of student teachers. Most of

the coordinators reside in the vicinity of the cooperating schools.

The terms "College Supervisor," "College Coordinator," and "University Coordinator" are synonymous, but for purposes of this report, "University Coordinator" is used.

A University Coordinator is a "generalist" in that he supervises in many subject matter teaching areas, regardless of his own specialized major and minor subject fields. His specialties are in helping student teachers apply learning theory, diagnosis of teaching-learning problems, and implementation of instructional strategies.

Supervising Teachers.--Supervising teachers are teachers employed by the public schools in whose classrooms college students are placed to gain laboratory experiences in teaching. These public school teachers are selected as supervisors on the basis of their competence in teaching and willingness to work with student teachers. These teachers guide the college students as they learn to apply pedagogical theories and subject matter knowledge from their college courses to secondary teaching.

Home Economics Student Teachers.--College students, majoring in Home Economics Education, who completed the prerequisites for student teaching and are in the public schools to receive actual experience in the school classroom and in a particular community environment.

Home Economics Education.--A program at the college and/or university level which prepares students for the professional service of teaching.

Subject Matter Teacher Educators.--The subject matter teacher educator is a member of the college faculty in education and specializes in the teaching of a particular curriculum content area. A home economics teacher educator is one of many subject matter teacher educators in the College of Education and the University.

Unique Home Economics Student Teaching Objective (UHESTO).--A unique home economics student teaching objective is one which a group of vocational home economics teacher educators in an earlier study,^{16,17} identified as being different from a general student teaching objective. The successful achievement of a Unique Home Economics Student Teaching Objective requires the guidance or supervision of a home economics trained person. General student teaching objectives include those objectives which all student teachers are to achieve, regardless of their subject matter area.

¹⁶Dorothy Richardson, "An Investigation of Unique Home Economics Student Teaching Objectives" (unpublished Master's thesis, Michigan State University, 1969).

¹⁷Dorothy West, "Phase I: Objectives Unique to Home Economics Student Teaching," unpublished progress report, Department of Secondary Education and Curriculum (East Lansing, Mich.: Michigan State University, October 31, 1969).

Off-Campus Student Teaching.--An undergraduate course (Ed. 436), which is a full-time student teaching experience and is done in selected public schools throughout the state. Student teachers reside in the community during the time they do their student teaching in the public school systems.

Off-Campus Center.--One of seventeen geographical clusters of school districts in Michigan where Michigan State University assigns student teachers.

Hypotheses and Questions

The hypotheses which were examined in this study are as follows:

Hypothesis 1.--There is a significant difference between the student teachers' self-ratings and the rating of the supervising teacher concerning the student teachers' achievement of the UHESTO (Unique Home Economics Student Teaching Objectives).

Hypothesis 2.--There is a positive relationship between the number of times learning experiences are provided by the supervising teacher for achieving the UHESTO (Unique Home Economics Student Teaching Objectives) and the supervising teachers': (1) type of homemaking program, (2) grade level assignment, (3) undergraduate degree granting institution, (4) amount of graduate course work, (5) completion of a supervision of student teaching course, (6) total number of student teachers supervised, and (7) total number of years taught.

Hypothesis 3.--There is a positive relationship between the student teachers' self-rating of achievement of the UHESTO (Unique Home Economics Student Teaching Objectives) and the number of years participated as a: (1) student in secondary home economics, (2) Future Homemakers of America club member, and (3) 4-H club member.

Hypothesis 4.--There is a positive relationship between the supervising teachers' rating of the student teacher's achievement of the UHESTO (Unique Home Economics Student Teaching Objectives) and the number of years the student teacher participated as a: (1) student in secondary home economics, (2) Future Homemakers of America club member, and (3) 4-H club member.

Hypothesis 5.--There is a positive relationship between the number of times learning experiences are provided by the University Coordinator for achieving the UHESTO (Unique Home Economics Student Teaching Objectives) and the University Coordinators': (1) highest degree earned, (2) years of experience as a coordinator, (3) total number of home economics student teachers supervised, and (4) total number of home economics supervising teachers coordinated.

Hypothesis 6.--There is a positive relationship between the number of times learning experiences are provided by Home Economics Supervising Teachers and University Coordinators, and the Home Economics Student Teachers' self-rating of achievement of the UHESTO (Unique Home Economics Student Teaching Objectives).

In addition to testing the stated hypotheses, explorations were made of the following three questions:

1. Which Unique Home Economics Student Teaching Objectives do University Coordinators and Home Economics Supervising Teachers consider to be of highest priority?
2. What learning experiences are provided for contributing toward the student teacher's achievement of the UHESTO (Unique Home Economics Student Teaching Objectives)?

3. What are the recommendations of the University Coordinators, Home Economics Supervising Teachers, and Home Economics Student Teachers for the future role of the home economics teacher educator in student teaching at Michigan State University?

Assumptions

The following assumptions underlie this study:

1. Student teaching is an important aspect in the preparation of home economics teachers.
2. University Coordinators and Supervising Teachers provide experiences related to the achievement of objectives common to the training of all student teachers, from all subject matter teaching fields.
3. There are unique objectives in the teaching of vocational home economics which cannot be generally assumed to be provided for by the generalist University Coordinator.
4. The unique objectives for student teaching in home economics, which were identified in an earlier study, are valid.
5. The University Coordinators, Home Economics Supervising Teachers, and Home Economics Student Teachers interpreted each objective

similarly and responded to each question factually.

6. Other ways than coordination or individual supervisory visits from the university home economics teacher educator can be identified for assuring continued quality of a vocational home economics student teaching program.

Limitations

As the study was designed and conducted, several recognizable limitations were evident. There were:

1. The objectives identified as unique to student teaching in home economics, which were used as the basis for this research, are limited in their inclusiveness as being the unique home economics student teaching objectives. A different, but, nevertheless similar list of objectives could be identified if a broadly stated objective were broken into more specific sub-objectives, or conversely, if a specific objective were expanded to include larger objectives.
2. The study is a normative survey utilizing the questionnaire and interview techniques. The use of the interview and questionnaire is subject to criticism, for example, interpretation of the questions, skill of the

interviewers, and the conditions for the interview must be considered. The responses to the questions might have changed depending on the particular attitude and philosophy of each person who returned the instrument.

Theoretical Basis of the Study

The theoretical framework which underlies this research is based on an understanding of the logic supporting the need for a professional laboratory experience in home economics teacher education, and for identifying an agreed upon role for the college supervisor of student teaching.

Eye and Netzer¹⁸ describe a theory in simple terms as a collection of assumptions, principles, objectives, notions, hunches, known facts, and the organization of these factors into a coordinated whole which give direction to various possibilities of behaviors.

L. O. Andrews relates the level of excellence in student teaching to a need for clarifying a theoretical basis underlying program decisions:

Even a perfunctory review of the literature on student teaching in the last 75 years leads quickly to the conclusion that there is no comprehensive theoretical rationale for the contributions of student proposals, problems, and practices is most

¹⁸Glen Eye and Lanore Netzer, The Supervision of Instruction: A Phase of Administration (New York: Harper and Row, 1965).

distressing for it clearly demonstrates the lack of a clear rationale, an unfamiliarity with the historical development, and a failure by many to profit from the successes and mistakes of others.¹⁹

In spite of the charge that student teaching has operated without a clear rationale or theoretical basis, the laboratory phase in teacher preparation has been given nearly unanimous support as a relevant segment of the teacher education program. Even James Conant²⁰ and Admiral Rickover,²¹ two well-known critics of teacher education, noted that practice teaching is an indisputable essential element in the professional education of teachers.

Certain assumptions underlie a program of student teaching and several were identified by Shapin in 1965. These assumptions are a vital part of the teacher training program and need to be recognized:

1. Teaching is behavior, and as behavior is subject to analysis, change and improvement.
2. Much of the habitual behavior which individuals have developed in other contexts is inappropriate for the teaching situation and therefore, needs to be recognized and extinguished.
3. Teaching is an extremely complex kind of behavior, involving the full range of thought processes, communication, and physical action.

¹⁹L. O. Andrews, Student Teaching (New York: The Center for Applied Research in Education, 1964), p. 30.

²⁰James Bryant Conant, The Education of American Teachers (New York: McGraw-Hill, 1963), p. 142.

²¹G. K. Hodenfield and J. M. Stenneth, The Education of Teachers (Englewood Cliffs, N.J.: Prentice-Hall, 1961), p. 14.

4. Teachers, through practice, can learn to analyze, criticize, and control their own teaching behavior.
5. Practice provides the experiences which gives meaning to many other aspects of instruction in education.²²

Purposes of Student Teaching

Accepting the position that student teaching is an important, integral aspect of a teacher's preparation the next question becomes one of determining what are the purposes for a student teaching experience.

A careful analysis of related literature indicates that the role of student teaching has changed considerably in the past several years. Rucker,²³ Walton,²⁴ and Arthur,²⁵ felt that although student teaching has long been a basic aspect of teacher education, not as much time was formerly devoted to the experience as is devoted to it today. The program has been expanded and enlarged so that longer and larger blocks of time are now included. A significant indicator of the value of student teaching

²²Judson Shapin, "Practice in Teaching, Break-through to Better Teaching," Harvard Education Review (Special Issue, 1965).

²³Ray W. Rucker, "Trends in Student Teaching, 1932-52," Journal of Teacher Education, IV (1953), 261-63.

²⁴John Walton, Toward Better Teaching in Secondary Schools (Boston: Allyn and Bacon, 1966).

²⁵P. Arthur, "Changing Dimensions in Teacher Education," Fortieth Yearbook (Washington, D.C.: American Association of Colleges for Teacher Education, 1960), p. 31.

is the fact that while more time is being allotted to student teaching there has been a general reduction of total professional hours.

A survey of ten teacher preparation institutions in 1959, revealed that the principal value of student teaching was the bringing of all other aspects of training into integration. Next in importance was the development of skill in teaching.²⁶

Several logical reasons are apparent for the support and approval given most student teaching programs. The experience encourages the future teacher to actually apply what is known about psychology of learning. Learning becomes an active process and learning readily occurs as the student teacher participates in the process of learning.

Flowers, in 1948, supported the need for directed teaching experience and wrote that the laboratory experience should provide the following opportunities:

- (1) an opportunity to implement basic concepts and ideas discussed in college classes--both to study the pragmatic value of the theory and to check with the student his understanding of the theory in application;
- (2) a field of activity which, through raising questions and problems helps the student to see his needs (both professional and personal) and to outline experiences which should be included in his further study; and

²⁶Asabel Woodruff, Student Teaching Today, Study Series No. 5 (Washington, D.C.: The American Association of Colleges for Teacher Education, 1960), p. 31.

- (3) an opportunity to study with the student his ability to function effectively when guiding actual teaching-learning situations.²⁷

Sharp in 1965, repeats the ideas presented by Flowers in 1948, when the following point of view concerning the desired nature of the student teaching experience was expressed:

1. The experience should be challenging. The student must see it as pertinent to his professional growth.
2. It should provide for involvement. As a person becomes involved in a situation, he gains insight into his own strengths and weaknesses and develops sense of responsibility for the consequences of his actions.
3. It should provide for guidance and assistance. The mature person has an obligation to share his experience with the immature. The student must feel that someone is interested in his progress and in his unique problems.
4. It should provide for intellectualization, so that the student will be able to apply what he has learned through his experience to new situations.
5. Evaluation is an inseparable part of the on-going work of the student teacher. When this condition is met, the student teacher will know at all times the progress he is making.
6. Evaluation is cooperative and continuous. Both the student teacher participates widely in the evaluative procedure.
7. Evaluation should be in terms of clearly defined and cooperatively understood goals. This assumes a listing of the various types of activities by means of which these goals may be attained. The student teacher would participate many times in determining the extent to which his goals are being achieved. As a result of setting his own goals he should be able to guide pupils in seeking desirable objectives.

²⁷ John G. Flowers, "School and Community Laboratory Experiences in Teacher Education," The Sub-Committee of the Standards and Surveys Committee of the American Association of Teachers Colleges, 1948, pp. 88-98.

8. It should be satisfying. The student needs to be able to see for himself the results of his work. He needs to experience success.²⁸

At first glance student teaching in a federally-aided vocational program is no different from that of student teaching in any secondary school area. But to understand the differences or similarities that may exist, the nature of the federally-aided vocational education program needs to be examined. It can be noted that provision for student teaching was emphasized early in vocational teacher training programs in home economics. Lowe wrote:

The Smith-Hughes and George-Barden Acts define the basic standards of the programs and provide for a system of reimbursement for teacher salaries, travel, supervision, research and teacher training. They define the minimum qualifications of personnel, and the minimum as well as maximum expenditures of funds for the various provisions of the acts.²⁹

Lowe also indicated that "The new program of training for wage-earning jobs in home-related occupations will certainly mean additional different experiences and training for student teachers in vocational home economics."³⁰

²⁸Donald M. Sharpe, "Threshold to the Profession," National Education Association Journal, LIV (1964), 33-35.

²⁹Phyllis Lowe, "The College Supervisor in a Federally Aided Vocational Education Program," The College Supervisor Conflict and Challenge, Forty-third Yearbook of the Association for Student Teaching (Washington, D.C.: The Association for Student Teaching, 1964), pp. 55-63.

³⁰Ibid.

Guidelines have also been established by the State of Michigan, Division of Vocational Education, which describe the teacher training program in vocational home economics. The guidelines indicate that a student teaching experience includes:

A directed teaching experience in a vocational home-making program with in-school groups with supervised classroom presentation of at least three phases of homemaking education; supervised home experiences with home visits; experiences with the Future Homemakers of America; participation in non-teaching activities, such as faculty meetings, departmental record keeping and counseling with students; and observation and participation in adult education programs.³¹

Student teaching from the generalist's point of view serves to orient the future teacher to the world of the school and provides the opportunity to develop the art and science of teaching with an individual style. From the vocational subject matter educator's point of view, student teaching is primarily a time to apply the basic learnings in the field of vocational home economics. Many home economics teacher educators believe there are some unique aspects to the teaching of home economics, and therefore they feel that total supervision and guidance by the generalist in student teaching is not enough. Also, the vocational program standards are clearly identified for

³¹Michigan State Department of Education, "Requirements for a Michigan Vocational Home Economics Certificate" (unpublished material distributed by the Division of Vocational Education, Home Economics Education, Lansing, Mich., 1968).

the teacher preparation programs; these are not necessarily a part of the non-vocational teacher preparation fields.

The Need to Identify a Role for
the College Supervisor of
Student Teaching

Greater enrollments in teacher education programs was one of the forces which led to the movement of student teaching from the laboratory school or school placement near the university, to off-campus cooperating schools. The interested participants in student teaching have now been identified to include among others, the college supervisors, supervising teachers, student teachers, clinical consultants, teachers, parents, pupils, academic professors, subject matter educators, student teaching directors, and the State Department of Education. In most colleges and universities a program in student teaching comprises a major alliance among three persons: the student teacher, the supervising teacher, and the college coordinator. However, as changes are occurring in student teaching organization and involvement, new problems must be resolved if there is to be harmony in student teaching.

Role conflict is one problem which comes into focus. The evidence of role conflict present in current student teaching programs is reported in the literature. The college supervisor is no exception when anxieties over job responsibilities and relationships are concerned.

Morse describes the nature of the conflicts in college supervision:

On the secondary level this lack of clarity in role bothers the supervising teacher. What should he expect the college supervisor to be? A generalist who may know very little about the subject being observed? A specialist who may be critical of the emphasis given items in the lesson? An individual keenly aware of human relationships involved? An expert in the teaching-learning process who can readily get to the heart of a teaching problem? A perfunctory visitor who explains details of the student teacher program as he hurries to the next school? Basically the supervising teacher wishes for someone who can help with any type of difficulty arising from student teaching. . . .³²

One feasible method for clarifying the role of the college supervisor, who at Michigan State University is referred to as the University Coordinator, is through identifying what they expect of themselves and what others expect of them. This research method is based on role identification through perceptions. Corrigan and Garland state that "Role theory, as a system of interrelated concepts can provide a useful way of examining the positions involved in student teaching experiences."³³ Utilizing the role theory developed by Parsons and Shils in Toward

³²William Morse, "Anxieties and Role Conflicts in an Interrelated Triangle," The College Supervisor, Conflict and Challenge, Forty-third Yearbook of the Association for Student Teaching (Dubuque, Iowa: William C. Brown Co., 1964), p. 12.

³³Dean Corrigan and Colden Garland, Studying Role Relationships, Research Bulletin No. 6 (Washington, D.C.: The Association for Student Teaching, 1966), p. 4.

General Theory of Action (1951), Corrigan and Garland

wrote:

The point of contact between the individual and the social system is the role. This is the most significant unit of social structure, because it defines the individual's participation in a specific social situation. The primary ingredient of the role is the role expectation or pattern of evaluation. Thus, what an individual is expected to do in a given situation, both by himself and by others constitutes the expectations of that role.³⁴

The role relationships of greatest concern in this research are those between the student teacher, supervising teacher, university coordinator, and the subject matter teacher educator, insofar as determining who does and should provide the learning experiences for home economics student teachers for achieving specific objectives unique to home economics student teaching. When contradictory expectations for the student teacher are held by subject matter educators, university coordinators, and supervising teachers, the student teacher will be faced with the problem of resolving the conflict.

Gross, Mason, and McEachern³⁵ suggest that a different type of disagreement regarding role definition may also be significant. This is a disagreement with regard to intensity rather than direction. For example,

³⁴Ibid., p. 11.

³⁵Neal Gross, Ward Mason, and Alexander McEachern, Explorations in Role Analysis (New York: John Wiley and Sons, Inc., 1958), p. 108.

supervising teachers, university coordinators, and subject matter teacher educators may agree on the direction of a particular expectation, namely that the student teacher should be expected to perform a specific function. One of the two of them may feel, however, that the student teacher "preferably should" while the others feel that he "absolutely must" be expected to perform the function. The student teacher's actual behavior with regard to this expectation and the significance of it, will therefore be evaluated quite differently by each of the three groups.

A lack of consensus among the members of each of the groups involved can present a different, but no less significant problem. Sarbin³⁶ states that variability in expectations among the members of a group also reflects an ambiguous role definition. The implications of lack of clarity of role definition seem evident. With regard to a specific function, for example, it will not be possible for student teachers to know what will be expected of them by supervising teachers if there is a great deal of variability among supervising teachers in their expectations regarding the particular function. This could particularly occur if one student teacher was assigned to two or more supervising teachers.

³⁶Theodore Sarbin, "Role Theory," in Handbook of Social Psychology, Vol. I, ed. by Gardner Lindzey (Reading, Mass.: Addison-Wesley, 1954), p. 227.

Effective role relations come about through studying, developing, and continuously reviewing the extent of consensus among the participating groups in student teaching. As new roles are added and present procedures change, the total interaction system in student teaching is affected. A study of the areas of potential conflict and ambiguity among supervisory roles can serve as a starting point for planning and implementing ways for bringing about increased clarity and consensus with regard to role expectations.

The reasons underlying the operation and research in student teaching has had few ties with a theory based rationale. Only limited attempts have been exerted toward theory building in student teaching supervision and instruction. The theory base of this study was built on the assumed importance of a practical, application experience of student teaching, and on the need to identify a role description for the college supervisor of student teaching. The role and function of the college supervisors needs continuous clarification in light of the many changes occurring in both the universities and public schools.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature presented in this chapter is arranged into four sections: (1) trends and issues in student teaching, (2) organizational patterns in student teaching, (3) the role of the college supervisor of student teaching, and (4) the unique characteristics of the subject matter college supervisor of student teaching as contrasted with the general college supervisor. The trends and issues in student teaching are frequently discussed in the literature. The organizational changes occurring in student teaching programs directly affect the future role and functions of the college supervisor. Therefore, the trends and issues in student teaching are reviewed to project future program developments and to understand how these changes may influence the future role of teacher educators in college supervision.

The topic, the unique characteristics of the generalist and specialist in college supervision of student teaching is reviewed to provide justification for

the methods used in the present research study. Research on the effectiveness of varying college supervisory patterns in student teaching is very limited.

Recent Trends and Issues in Student Teaching

Teacher education is at a critical point in its history. There is now enough knowledge and experience to reform it, to plan a basic program of teacher education for an open society in a time of upheaval. But if this knowledge and experience are dissipated in prolonged discussions of issues, doctrines, and tenets leading only to more dialogue, instead of a fundamental program of education for the nation's teachers, teacher education is likely to fragment and its pieces drift in all directions.¹

Smith in Teachers for the Real World, wishes to challenge his readers to think about a better plan for fully preparing the teacher to successfully meet the responsibilities of teaching. The writer of the present study is attempting to face this challenge through identifying relevant practices for students preparing for the home economics teaching profession. However, it is recognized that easy solutions are not common in the complex task of teacher preparation.

The review of trends and issues in student teaching is designed to pull together and give coherence and perspective to the student teaching programs of the future. If teacher education programs are in need of continuous

¹B. Othanel Smith, et al., Teachers for the Real World (Washington, D.C.: The American Association of Colleges for Teacher Education, 1969), p. ii.

re-appraisals, then one cannot gloss over the new blueprints being designed for the preparation of teachers.

Even though student teaching changed considerably over the years, it is likely that more drastic changes will occur in the future. Factors influencing change relate to increasing geographical mobility, increasing numbers of students seeking more and more education, technological advances, media developments, and labor movements. The current student involvement movement, urban ghettos, civil rights movements, and other factors all have implications for teacher preparation. These societal factors have also had their influences on the operational and supervisory patterns in student teaching.

While student teaching continues to function as a significant part of teacher education, certain questions and problems concerning basic procedures in student teaching remain unanswered and unresolved. The literature remains filled with many issues and questions.

Steeves writes that the questions of student evaluation or methods of remuneration are not terribly crucial if workable answers can be drawn for each particular situation. The really crucial issues, writes Steeves, are "those that are truly decisive and severe and that present alternatives so differing in philosophy and approach to education that the decisions made among them will

profoundly influence and change practices as we now know them."²

Steeves identifies two crucial issues which center in two areas: (1) the assumed indispensability of student teaching, and (2) the degree of involvement of faculty members from departments other than education in the planning and operation of professional courses and experiences, including student teaching. The two major issues were raised in the form of questions:

Is student teaching the one indispensable experience in the professional sequence of teacher preparation? Can student teaching stand alone as adequate professional preparation for beginning teaching? Is student teaching to remain as part of a professional sequence of courses and field experiences in undergraduate teacher education; or as the separate parts of the professional sequence are whittled away, will it become an expanded experience, perhaps in a fifth year, during which all professional skills and concepts are learned?

Who should teach the psychology of learning? Philosophy of education? History of education? Educational sociology? Methods of teaching? Educational measurement? (Or, any other course commonly taught in the undergraduate sequence?) And to apply this argument directly to student teaching, who should control and administer programs of student teaching and who should supervise student teaching?³

The crucial issues repeatedly mentioned in the current literature and at the 1970, Association for Student Teaching Conference in Chicago, centered on the

²Frank L. Steeves, "Crucial Issues in Student Teaching," Journal of Teacher Education, XVI, No. 3 (September, 1965), 307-210.

³Ibid.

extent of agreement or means of implementing some of the following aspects of a student teaching program:

1. The need to establish greater communication and cooperation between and among the instructors in professional education courses and the cooperating teachers and administrators in the schools.^{4,5}
2. The need to define the relationship between the on-campus aspect and the student teaching aspect of teacher education, and how to provide an understanding of the rationale for the nature and purpose of student teaching in order to avoid the varying amounts of disparity and conflict between the two parts of the program.
3. The need to identify the contributions to student teaching when college supervision is provided by the generalist as opposed to supervision by the subject area specialist and

⁴E. Perry Hicks, "Changing the Role of the Cooperating Teacher," Journal of Teacher Education, XX, No. 2 (Summer, 1969), 153-57.

⁵E. Brooks Smith, "Needed: A New Order in Student Teaching That Brings Joint Accountability for Professional Development," Journal of Teacher Education, XX, No. 1 (Spring, 1969), 27-36.

the whole question of who will direct the work of the student teacher.^{6,7}

4. The need for providing supervised teaching experiences before student teaching and to involve students in classroom experiences throughout the training program. Will this type of program make the theoretical courses more valuable?⁸
5. The need for finding, using, and training qualified supervising teachers and professionalize supervision.⁹
6. The need to coordinate efforts between colleges for student teaching space and develop commonalities among the programs utilizing the public schools.¹⁰

⁶James P. O'Hanlon, "Considerations About Student Teaching," Educational Forum, XXXI, No. 3 (March, 1967), 339-43.

⁷Association for Student Teaching, Research on Student Teaching, p. 25.

⁸David Aspy, "Maslow and Teachers in Training," Journal of Teacher Education, XX, No. 3 (Fall, 1969), 303-09.

⁹David Purpel, "Student Teaching," Journal of Teacher Education, XVIII, No. 1 (Spring, 1967), 20-23.

¹⁰Woodruff, Student Teaching Today, p. 1.

While there will probably always be issues to be resolved in teacher education, it is also apparent that progress is made from studying and analyzing the different points of view.

Bennie concisely reviewed the current issues in student teaching and along with clarifying the issues he noted the general trends being taken by most colleges and universities. The issues and trends that were identified are:

1. The role of the public school in teacher education.
The movement of student teaching into the public schools has been accomplished, but the public school has not been merged completely as a full partner in the teacher education enterprise. A partnership between the college and the public school exists; however, the college has continued to decide the pattern for student teaching. Recently, a trend toward the gradual inclusion of the public school in more aspects of the student teaching experience may be noted.
2. Criteria for the selection of cooperating teachers.
More attention is being given to the cooperating teacher and even the possibility of state certification of the cooperating teacher is often considered. This step seems likely as the public schools assume increasingly more of the responsibility for student teaching and the cooperating teacher's role becomes more significant.
One problem which seems worthy of mention, is the identification and preparation of classroom teachers to serve as cooperating teachers. Accompanying this issue is a trend toward teacher education institutions providing more in-service education for teachers working in student teaching programs.
3. Providing compensation for the supervising job.
The recent movement from cash compensation for cooperating teachers toward the assuming of the job as a professional obligation has not restored the monetary problem. While it is not yet a trend, there are indications that the state or possibly the federal government may become involved in the compensation picture.

4. Patterns of student teaching. Research indicates there is no clear-cut validated type of program that has yet been developed which clearly defines specific patterns as being superior to others. There is, however, a trend toward making the student teaching experience as nearly like the first teaching position as possible. Full-time student teaching experiences, semester-long programs, and the internship, with pay, are all indications of this trend.
5. The role of the college student teaching supervisor. This position merits more recognition and significance than has formally been afforded it. The job has survived the stage of being passed around to whoever had time available on his teaching load, and has begun to be recognized as a fully professional job in itself. Loads are becoming more reasonable, prestige is slightly greater, and the job has become more appealing to the faculty of teacher-education institutions.
6. The legal status of the student teacher. Because of the lack of decisions by law, there remains a questionable status with respect to the legality of student teachers' assuming the responsibilities of teaching and the ensuing liability involved. Gradually more concern regarding this problem is in evidence, and states are slowly taking legislative action to permit student teaching and to define its scope. The legal status of the student teacher should be clarified. This may be more likely to occur when the states require state certification of cooperating teachers and when they participate more in the financial aspects of student teaching.
7. Evaluation of student teaching. There is some indication that letter grades for student teachers may eventually be replaced by more comprehensive instruments and procedures. This is perhaps happening because prospective employers have realized that letter grades do not provide sufficient information about the prospective teacher. If, however, the letter grade is replaced by other instruments, the refinement of evaluative instruments and criteria, and a re-education of personnel directors of the student teaching program will be necessary. Some of the newer approaches to student teacher evaluation may be found in the use of video-tape, tape recorders, and sound film.
8. Professional laboratory experiences. At present, there is a decided movement toward including more laboratory experiences and more participation in classrooms during the pre-service education of teachers. These experiences would be incorporated

into professional courses. The difficulty in attaining this, however, lies in the limitations of facilities and in the increasing number of teachers to be educated. Much interest is being shown by educators in the utilization of vicarious laboratory experiences in lieu of actual participation and observation. Many colleges are experimenting with film clips, closed-circuit television, and mass demonstration lessons in place of individual involvement in different situations, and it may be expected that such professional laboratory experiences will become increasingly significant.

9. The internship. There seems little doubt that the internship concept will remain in the educational picture, and, in all probability, it will grow in popularity. At the present the five-year teacher education program, including the internship is inevitable. Its principal deterrent at the moment appears to be increasing enrollments in public schools and the corresponding demand for teachers.
10. Shift of emphasis in teacher education. Teacher educators are becoming increasingly aware of aspects of the program that were not formerly apparent. Some of these trends are: (a) the preparation of teachers for more specialized duties, such as preparing teachers to teach the underprivileged and culturally deprived pupils; (b) an increased concern for the importance of mental health in education--interest in the mental health of pupils with whom they will work; and (c) the inclusion of some form of preparation for team-teaching and the utilization of televised instruction.¹¹

Haske¹² suggested that teacher education programs should be planned for and planning begins with establishing a framework and should aim at correcting fundamental insufficiencies in present practices. Dean

¹¹William A. Bennie, Cooperation for Better Student Teaching (Minneapolis, Minn.: Burgess Publishing Company, 1966), pp. 122-27.

¹²Lawrence Haske, "Planning for the Education of Teachers," Journal of Teacher Education, XVII (Summer, 1966), 251-61.

proposed that a model program in student teaching for the 1970's should be guided by four principles:

1. The program for student teachers should provide great flexibility so that strengths and weaknesses of individual students will determine the specific program each will follow.
2. The student teacher should be involved in a program which is designed to provide contact with several teachers and various teaching styles.
3. The program should be structured to provide many other kinds of professional experiences for the student teacher in addition to classroom teaching.
4. Effective means should be developed to bring practicing teachers and teacher preparation institutions into a true partnership in the design and implementation of teacher education programs.¹³

Teacher education has improved markedly during the past decade, and indications are that this improvement will undoubtedly continue. There appears to be increased interest and support by the academic community. Also the federal government has provided support in improving teacher education. These combined factors will play an important part in the progress and professionalization of teacher education.

Patterns of Organization in Student Teaching

Programs in teacher education follow many patterns. Uniformity exists only to the extent that a student teacher experiences a period of teaching with a given group of learners with a given amount of supervision and guidance.

¹³Leland Dean, "A Position Paper on Student Teaching Programs," Teacher Education in Transition, Vol. I (Baltimore, Maryland: Multi-State Teacher Education Project, 1969), pp. 165-66.

The teaching profession is unique in that little agreement on a standard pattern for teacher education has been reached, such as that which exists for the legal and medical professions. Universities and school systems vary in their relationships in teacher training programs from an uncommunicative aloofness to a close partnership. Andrews identified a variety of school-campus organizing patterns which exist within most student teaching programs:

1. Campus laboratory school or schools.
2. Off-campus laboratory school or schools.
3. Off-campus public schools in the local area.
4. Off-campus public schools at some distance.
5. Off-campus centers, usually at some distance.
6. Some combination of two or more of the above.¹⁴

Since the 1930's, student teaching performed exclusively in campus schools has declined. Simultaneously, the use of off-campus training schools has increased. In 1953, Rucker¹⁵ reported 70.8 per cent of the institutions preparing teachers, furnished student teaching experiences in both on- and off-campus situations. Howd and Browne¹⁶ report that since 1964, an average of eight laboratory schools per year were closed.

¹⁴ Andrews, Student Teaching, p. 39.

¹⁵ Rucker, "Trends in Student Teaching 1932-52," pp. 261-63.

¹⁶ M. Curtis Howd and Kenneth Browne, National Survey of Campus Laboratory Schools (Washington, D.C.: American Association of Colleges for Teacher Education, 1970).

Young¹⁷ reported that off-campus student teaching placement doubled between 1940 and 1960. Two reasons for the increased use of public schools was that the model school could not accommodate all the practice teachers and many felt that the public school was capable of providing a more realistic teacher training experience.

Howd and Browne¹⁸ reported that where laboratory schools are currently operated, the principal aim of many of the schools by 1969 was to serve as a center for observation and pre-student teaching participation of college students with children, rather than student teaching per se.

In 1959, Hicks¹⁹ found that of the responding nine of the Big Ten Universities, all placed their students in public schools at various distances from the campus. As distances between the public schools and university continued to increase, changes in the student teaching program became inevitable. Off-campus centers were established in some situations to accommodate the needs of a growing student teaching program. Michigan State

¹⁷William Young, "A Critical Analysis of Selected Research on Student Teaching in the United States, 1929-1959" (unpublished Ph.D. dissertation, Temple University, 1961).

¹⁸Howd and Browne, National Survey of Campus Laboratory Schools.

¹⁹William V. Hicks, "Information About Off-Campus Student Teaching Programs in Big Ten Universities" (unpublished material, College of Education, Michigan State University, East Lansing, Michigan, January, 1959), pp. 1-10.

University uses the center concept approach and some of the major reasons for employing this method have been identified by Olsen:

The center concept is an effort to develop: (a) truly cooperative arrangements characterized by a close professional relationship between school and college; (b) a means of meeting conditions in different situations, an effort to develop style, structure, procedures, and labels that are appropriate; and (c) a pattern for student teaching that will insure continuity and flexibility despite changes in personnel, knowledge and climate.²⁰

The center concept of program organization carries with it certain advantages. L. O. Andrews describes the characteristics of the off-campus center student teaching organizational pattern:

One of the first institutions to develop the concept of a formal student teaching center was Michigan State University, and now many others are adopting this pattern because it does offer solutions to several problems. The local coordinator can follow through on administrative matters, work at public relations, visit and supervise the student teachers, hold regular seminars to substitute for the ones formerly held on campus, carry on an in-service program for supervising teachers, and on occasion teach a course to the student teachers. Sometimes campus staff go out and live in the center, while others commute, but many colleges are hiring persons resident in the community. . . .²¹

However, variations in patterns of operation exist within the off-campus organizational procedure; in some

²⁰ Subcommittee on School College Relationships in Teacher Education, Cooperative Structure in School College Relationships for Teacher Education, Report Number 2 (Washington, D.C.: The American Association of Colleges for Teacher Education, 1965), p. 81.

²¹ Andrews, Student Teaching, pp. 39-40.

situations the schools have the full responsibility for supervising and evaluating the neophyte as a potential teacher, whereas in other situations the college assumes the major responsibility for student teacher supervision and evaluation. Although some critics of teacher education would eliminate the job of the college supervisor, most educators feel there is a need for the college supervisor to establish a cooperative venture between the schools and the college.

Johnson²² surveyed 870 teacher preparation institutions in the United States and found that 22 per cent or 192 of all responding institutions place their student teachers in teaching centers. Six out of the twenty, or 30 per cent of Michigan teacher education programs place their student teachers in centers. At the secondary level the minimum and maximum distance from a Michigan campus is 1 mile to 250 miles respectively.

As one looks to the future patterns of organization in student teaching three additional concepts come to focus. These too will influence the roles in college supervision. The newer organizational patterns have been succinctly described in a paper written during a 1968 workshop in student teaching held at Michigan State University:

²²James Johnson, A National Survey of Student Teaching Programs, Monograph H (Baltimore, Maryland: Multi-State Teacher Education Project, July, 1968).

1. Internship Programs--Internship experiences in teacher education most nearly correspond to those of a beginning teacher. During the internship the college student, usually in his fourth or fifth year of preparation, still works under supervision, but has greater responsibility than during student teaching. The intern is commonly paid a partial salary for his services by the school district, and he typically has responsibility for a classroom. The internship period is likely to be longer than the student teaching experience. In most instances the intern has greater responsibility and less supervision than the student teacher.
2. Cooperative State and Federal Ventures--A new thrust in teacher education is in the development of cooperative ventures among states and with assistance of federal funds. A program involving state participation is the Multi-State Teacher Education Project (M-STEP) which includes the collaboration of the State Departments of Education in Florida, Maryland, Michigan, South Carolina, Utah, Washington and West Virginia. The aim of M-STEP is to find ways to pool national and state resources, and to move cooperatively toward the creation of new and superior programs of teacher education by public and non-public institutional cooperation.
3. Multi-University Student Teaching Centers--As the student teaching population increases, and other problems of placement and follow-up of student teachers become more complex, there will probably be a move toward the multi-university center concept. It seems that dialogue and communication among several universities in a given area could be developed in such a way that a student teaching center with organizational structure to serve several universities could provide better coordination with the reduction in both finances and energies. In one large urban community, five colleges and universities place student teachers in surrounding school districts. Each college places and follow-up its own students. It is conceivable that in the future, universities and colleges may be able to establish a cooperative effort by which one college supervisor or coordinator using the "center" model may coordinate all the students in a given center regardless of the college.²³

²³Clyde Dow, ed., Programs and Papers of the 1968 Workshop for Directors and College Supervisors of Student

It is apparent that colleges and universities have shifted from the laboratory school on campus to the off-campus schools. Various organizational patterns for the coordination of programs are being proposed and tried out throughout the country. Although the student teaching center concept is not the predominant pattern, more universities are considering the method as a possible means for providing quality education for a growing number of students.

The Role of the College Supervisor in Student Teaching

The role and function of the college supervisor has been the topic of recent writings and research.^{24,25,26,27,28} The concern over defining the roles of the key

Teaching (East Lansing, Mich.: Michigan State University, Office of Student Teaching, 1968), pp. 24-25.

²⁴Thelma Leonard, "Role Expectations and Perceptions for the Home Economics Supervising Teacher" (unpublished Ph.D. dissertation, Oklahoma State University, 1965).

²⁵Ann Walsh, "Some Practices in Home Economics Student Teaching Which Produce Satisfactory Supervisory Relationships" (unpublished Master's thesis, Oregon State University, 1960).

²⁶Annette La Rowe, "The Special Contribution of the College Home Economics Education Supervisor to Student Teaching Situation" (unpublished Master's thesis, Purdue University, 1965).

²⁷Charles Neal, Leonard Kraft, and Conrad Kracht, "Reasons for College Supervision of the Student Teaching Program," Journal of Teacher Education, XVIII (Spring, 1967), 24-27.

²⁸The College Supervisor: Conflict and Challenge, Forty-third Yearbook of the Association for Student

personnel in student teaching has shown itself through the publications of organizations such as the American Association of Colleges for Teacher Education, the Association for Student Teaching, and the National Commission on Teacher Education and Professional Standards. The increased demand for supervising teachers and the broadened use of public schools in teacher education has resulted in a heightened interest in defining roles and responsibilities in the program.

Various opinions exist as to what the role in college supervision should be and how the role should be implemented. Upon reviewing the research it was found that studies are needed to clarify the roles played by college supervisors in relation to those played by individuals in the school system and those in the teacher-education institution.²⁹

Pfeiffer writes that "the most serious concern for the college supervisor is the lack of a definite job description."³⁰ Role expectations vary from one of an

Teaching (Dubuque, Iowa: William C. Brown Company, Inc., 1964).

²⁹Chester Harris, ed., Encyclopedia of Educational Research (New York: Macmillan Company, 1960), p. 1475.

³⁰Robert Pfeiffer, "Common Concerns of College Supervisors," in The College Supervisor: Conflict and Challenge, Forty-third Yearbook of the Association for Student Teaching (Dubuque, Iowa: William C. Brown Company, Inc., 1964), p. 11.

expert in a subject being taught, to an expert in teaching, learning, and student teaching itself. Smith and Goodlad wrote that:

Responsibilities have, in the past, been only vaguely assigned in a bilateral fashion with colleges asking classroom teachers to perform certain tasks as supervising teachers. A wider distribution of responsibilities will now need to be made. Old roles will need redefinition and new roles will require description.³¹

A survey was conducted at Southern Illinois University to determine what are the basic roles desired of a college or university supervisor of student teaching. Based upon the responses of fourteen university supervisors, forty-six student teachers, sixty-three public school administrators, and sixty public school cooperating teachers, these roles for the university supervisors were identified:

- Role 1. Liaison. On the basis of the response patterns, it seems evident to the researchers that, as a whole, the four groups perceive liaison as the most significant role of the university supervisor.
- Role 2. Helping Student Teachers. Two of the four groups, university supervisors and student teachers, perceive as significant the role of the university supervisor in helping student teachers.
- Role 3. University Responsibility to Student Teacher. The university supervisors and the administrators attach more significance to this role than do the other two groups.

³¹E. Brooks Smith and John Goodlad, "Promises and Pitfalls in the Trend Toward Collaboration," in Partnership in Teacher Education, ed. by Smith, Olson, Johnson, and Barbour (Washington, D.C.: Association for Student Teaching, AACTE, 1966).

- Role 4. Cooperative Effort. A large number of the respondents from the four areas reporting believe that the student-teaching program is a cooperative effort, that the university supervisor functions as a part of a team effort.
- Role 5. Acquainting and Interpreting the Student-Teaching Program to the Cooperating Public School Teacher. From the returns, one can conclude that the university supervisors and the cooperating public school teachers attach more importance to this role than do the other two groups.
- Role 6. Evaluation of the Program in the Public School and of the Student Teacher's Work. This role is mentioned most frequently by the university supervisors; the administrators mentioned it more frequently than the remaining two groups.
- Role 7. Continuity of Program and Structure. The continuity of program and structure role is mentioned more frequently by the university supervisors and the student teachers than by the other two groups.
- Role 8. Resource Person. The university supervisors and the administrators mention the resource person's role more frequently than the remaining two groups.
- Role 9. Preventive Supervision. University supervisors and student teachers mention the preventive supervision role more frequently than the other two groups.
- Role 10. Public Relations. The public relations role is mentioned more frequently by the university supervisors than by any of the other three groups.
- Role 11. Placement. The placement role is mentioned solely by the public school administrators.³²

Among the conclusions drawn from the Southern Illinois University Study was the fact that all four groups placed the greatest emphasis of supervision on the liaison role of the university supervisor. Other conclusions that were drawn included:

³²Neal, Kraft, and Kracht, "Reasons for College Supervision of the Student Teaching Program," pp. 24-27.

1. It is the responsibility of the university to provide a system of supervision which will insure the highest quality student teaching program.
2. Administrators do not want the student teaching program in their public schools without adequate supervision from the university.
3. A number of the public school administrators and cooperating teachers mentioned that classroom supervision, consisting of direction and critical evaluation of student teachers, should not be the role of university personnel. They pointed out that this part of the work actually belongs to the local cooperating teacher.
4. Assuming the traditional role image of the university supervisor is that of giving direction and critical evaluation of the student teacher, the researchers involved hypothesize that the respondents of the four groups attach little or no significance to the traditional role. This hypothesis is based on the realization that not one single group identified such a role for the university supervisor.³³

A cooperative study carried out simultaneously at Cornell University, the University of Missouri, the Ohio State University, and Purdue University was aimed at identifying the contributions of the college supervisor in home economics to the student teaching situation. Effective and ineffective behaviors, based on data from critical incidents, were categorized in terms of the roles of the college supervisor. The findings directly related to identifying a role for a college supervisor include:

1. There were more instances of the college supervisor assuming the information giving and stimulating growth roles than any of the other roles.
2. Different methods of supervising were used for the different roles assumed by the college supervisor in the student teaching situation. Visit methods accounted for most of the judgment- and

³³Ibid.

- information-giving role incidents; where non-visit methods were used, the security-giving role accounted for more incidents than others.
3. Non-visit methods served the supervising teacher with greater than expected frequency. The visit methods were used more frequently than expected to serve combinations of student and supervising teacher.
 4. Effective behaviors of the college supervisor in each role she assumed (security-information-judgment giving, stimulating growth, strengthening relationships) had more impact on student teachers than on supervising teachers.
 5. Problems giving rise to college supervisory action were most apt to be in the areas of student teacher self-concept, lesson planning, program policies and requirements, and rapport with supervisor.³⁴

Thus, according to this study, the college supervisor plays a significant role in student teaching, but the role varies depending on the circumstances. In this particular study the home economics teacher educator was the college supervisor. Perhaps, if the college supervisors were generalist in subject matter the role descriptions may have differed.

Some of the literature focuses on the role of the college supervisor while other parts deal with the work or duties of the supervisor. At times it is difficult to distinguish between these two concepts. However, it does seem that in college supervision, one performs certain specific duties that may or may not be associated with an equally specific role. At other times a specific role is assumed but no specific duty performed.

³⁴Marie Dirks, et al., "The Special Contributions of the College Home Economics Education Supervisor to the Student Teaching Situation," Studies in Higher Education, No. 94 (LaFayette, Ind.: Purdue University, June, 1967), pp. 6-37.

A study of practices relating to roles in the student teaching situation which produce satisfactory supervisory relationships was made by Walsh. A total of 355 student teachers, supervising teachers, and college supervisors in vocationally approved and/or reimbursed institutions in nine western states were included in the sample. Walsh found that 75 per cent of two of the three groups agreed strongly that the college supervisor (in home economics) should carry out these functions:

1. Work with the supervising teacher in setting up their working policies in order to do the best job with the student teacher.
2. Study the needs and abilities of the student teacher prior to assignment of the teacher.
3. Hold regular conferences with the student teacher and supervising teacher.
4. Interpret the student teaching program to the supervising teacher.
5. Clarify responsibilities about which the student teacher is unsure or unaware.
6. Try to give the student teacher confidence and a feeling of security.
7. Support a student teacher to enable her to develop competence.
8. Observe particular situations and possible causes contributing to those situations; use these as concrete problems for analysis and for evaluation of her teaching in conference with the student teacher.³⁵

Walsh concluded from her study that:

1. There is need for further study of the existing supervisory practices of student teachers, supervising teachers and college supervisors in order to pinpoint the areas of common agreement and determine how to overcome the areas which lack common agreement.

³⁵Walsh, "Some Practices in Home Economics Student Teaching Which Produce Satisfactory Supervisory Relationships," p. 102.

2. There is an apparent lack of very close agreement between student teacher and supervising teacher, supervising teacher and college supervisor, and student teacher and college supervisor.
3. There is less agreement of the participants with their own roles than with the roles of the others.
4. There is a lack of consistency in beliefs. The college supervisor seems to be idealistic in what she expects of the student teacher and supervising teacher, and in reverse she does not expect as much of herself as others expect of her.³⁶

The duties of a University Coordinator at Michigan State University are more broadly defined than those described by Walsh or Dirks, et al. The Michigan State University coordinator is a resident within the center and administers a satellite student teaching center. George Myers identified some of the job responsibilities of the Michigan State University coordinator at the present time. The activities of the coordinator include:

1. Allocates student teaching funds in local centers, which receive \$25 per student teacher assigned.
2. Devotes at least one-half day weekly to the seminar for student teachers.
3. Holds frequent seminars and orientation meetings in addition to individual conferences with supervising teachers.
4. Teaches graduate in-service courses, including "Supervision of Student Teaching" for teachers in the local center.
5. Acts as liaison in helping cooperating schools meet certain pressing needs which require university resources such as consultants, in-service courses and advice on research design. The local center schools have "first call" on such resources. Money is available for travel of resource persons to the center.
6. Helps student teachers to obtain housing which conforms to safety and supervisory requirements, with assistance of the superintendent of schools.

³⁶Ibid., pp. 94-97.

7. Shares responsibility with the local administrators for the selection of supervising teachers and the assignment of student teacher.
8. Makes regular visits to classrooms to observe student teachers at work, and confers with student teachers, supervising teachers, and principals.
9. Cooperates with other coordinators and public school personnel each term in arranging group conferences on the improvement of student teaching. These conferences are held on the university campus in the fall and spring terms, and in local centers in the winter term. Elementary and secondary methods instructors as well as academic instructors commonly participate in these meetings.
10. Meets periodically with all other college persons in student teaching to study ways of improving the program. An average of eight days a year or at least two days a term is spent in this activity. Faculty members and administrators from the campus regularly join in such meetings. The year 1963-64 was devoted to a cooperative project involving the formulation of models of procedure for eight aspects of the student teaching-internship program: (a) selection of supervising teachers, (b) matching of supervising teacher and student teacher, (c) seminars for supervising teachers, (d) student teacher seminars, (e) visits, observation, and evaluation in the classroom, (f) administrative relationships between the university and the centers, (g) administrative tasks of college supervisors, and (h) advisement and procedures on budget concerns.
11. Provides professional books and related materials for student teachers and supervising teachers in the local schools.
12. Has joint responsibility with the supervising teachers for evaluating the performance of student teachers. Submits recommendations (including those of supervising teachers) to the university placement office. He also has responsibility for on-going evaluation of the student teaching program in his center.
13. Attends state and national meetings, and holds membership in professional groups related to his work.³⁷

³⁷George Myers, "The College Supervisor in a Resident Center," in The College Supervisor: Conflict and Challenge, Forty-third Yearbook of the Association for Student Teaching (Dubuque, Iowa: William C. Brown Co., 1964), pp. 41-42.

The role of the University Coordinator at Michigan State University is more widely diversified than those reported in the study by Walsh,³⁸ who examined vocational reimbursed programs. This leads the author to hypothesize that when college supervision is provided by a center resident generalist coordinator, the role varies quite differently than when college supervision is provided by a specialist in a subject matter field.

One may wonder what kinds of personal qualifications are needed to fulfill many of the varied expectations of a college supervisor, and if he possessed all the needed qualities might not he be a college president? Reed stated that the college supervisor should be the kind of person who can encourage others to exert initiative. "If there is a most important quality a college supervisor of student teaching should possess, it is a genuine concern for people."³⁹

Johnson⁴⁰ reported that in the entire United States, 45 per cent or 391 of all the institutions in

³⁸Walsh, "Some Practices in Home Economics Student Teaching Which Produce Satisfactory Supervisory Relationships."

³⁹Helen Reed, "The College Supervisor in a Multi-Purpose University in a Rural Setting," in The College Supervisor: Conflict and Challenge, Forty-third Yearbook of the Association for Student Teaching (Dubuque, Iowa: William C. Brown Company, Inc., 1964), p. 24.

⁴⁰Johnson, A National Survey of Student Teaching Programs, p. 36.

teacher education indicated that the most important characteristic they looked for in a college supervisor is good human relations skills; 29 per cent (252 institutions) listed knowledge of teaching methodology as the single most important characteristic for a college supervisor; 20 per cent (174 institutions) listed a commitment to supervision; 11 per cent (96 institutions) listed subject matter competency; 1 per cent (9 institutions) listed possession of a doctor's degree as the most important characteristic for a college supervisor; and 4 per cent (35 institutions) the "other" category. Others included a willingness to travel; willingness to experiment; general cultural qualities such as intelligence, academic background, language facility, and teaching experience.

While one may come to some general agreement about the personal qualities desired of a college supervisor, it is far more difficult to come to an agreement on the definition of his role. At Michigan State University, during a 1968 workshop for directors and college supervisors of student teaching, the emerging roles of the college supervisor were explored. Significant new roles relevant to enhancing cooperative partnership arrangements were explored. The new roles for the college supervisor were identified as: (1) being called upon to serve as a consultant and knowing other college persons who could be of aid to the school; (2) serving as a resource person through providing the services of the university to the

schools; (3) demonstrating the new media and teaching materials as a key service in future cooperative school-college programs; (4) providing in-service activities conducted on a much wider scale than is presently practiced; and (5) becoming a partner in helping schools during the evaluation of or developing of curriculum goals.⁴¹

The College Supervisor and the Clinical Professor

As an alternate method to a student teaching program utilizing a college supervisor, several colleges and universities are beginning to develop a role for a "clinical professor." The role of the clinical professor is being defined in a way that will overcome what some educators see as deficiencies in the present role of the college supervisor. Northwestern University was a pioneer in developing the concept of a clinical professor, although James Conant is given the credit for coining the term.

Maidment defines the clinical professor as a:

. . . practicing teacher possessed of a dual allegiance. Serving contractually with a school district, the clinical professor is a recognized "master teacher" whose talents are jointly shared by a university in the preparation of . . . teachers. The clinical professor is involved in imparting special

⁴¹Dow, Programs and Papers of the 1968 Workshop for Directors and College Supervisors of Student Teaching, pp. 26-27.

methodology to the teacher aspirant either as a consultant to the academician assigned to the course, as a cooperating teacher of the methods course, or as the teacher. Additionally he serves the university as adviser, critic, and liaison with his employing school district. He holds appropriate faculty rank which is contingent upon his remaining in contractual services as a teacher in a school district.⁴²

Time and effort is being put forth to clarify the role of a "clinical professor." The role has been defined to include: (1) the direction and supervision of student teaching, (2) enlisting the services of other staff members to participate in various phases of the field experiences, (3) participating in projects directed at curriculum development, (4) performing as a master teacher in his field, and (5) skilled in developing teaching competencies and evaluating teaching performance.⁴³

Michigan State University incorporates the concept of a "clinical consultant" in its student teaching supervisory plan. Both the clinical consultant and University Coordinator plan and supervise student teaching experiences. The "clinical consultants" receive an appointment to the university and coordinate the experiences of a cluster of ten-twelve student teachers assigned to their building.

⁴²Robert Maidment, "A Prototype of the Clinical Professor in Education," in The Clinical Professorship in Teacher Education (Evanston, Ill.: Northwestern University Press, 1967), pp. 25-26.

⁴³Lloyd S. Michael, "Responsibilities of School Systems for Clinical Experiences," in The Clinical Professorship in Teacher Education (Evanston, Ill.: Northwestern University Press, 1967), p. 38.

However, in this instance, as opposed to the plan at Northwestern University, the clinical consultant performs the role of the generalist, in that he supervises student teachers from a variety of subject matter areas. Dean indicated that the University Coordinator at Michigan State University is beginning to assume the primary role of providing orientation and in-service education for the clinical consultants.⁴⁴

From the above points of view, the reader can begin to understand the difficulties involved in describing what roles the various college supervisors can and/or should perform. One of the problems in trying to define a role is the inability to say who the college supervisory representatives should be. Should he be a generalist who supervises in all fields, regardless of his academic specialization? Perhaps the college supervisor should be among the rank and file of the teachers, as is the characteristic ascribed to the clinical professor? Then again, leading scholars have put forth the position that college supervision in student teaching must come from a representative of the subject matter field. A description of the various benefits of college supervision by the generalist and specialist will follow.

⁴⁴Leland Dean, "A Student Teaching Program for the 1970's" (unpublished paper, College of Education, Michigan State University, December 12, 1969), p. 3.

Unique Contributions of the General and
Special College Supervisor of
Student Teaching

Prevailing practices reflect two differing patterns of campus supervision in student teaching. One pattern employs general supervisory personnel where college supervisors cut across subject matter lines. The second pattern utilizes educational specialists in the various subject areas as college supervisors. The material presented in this section will examine the differing characteristics of the two organizational patterns and some of the unique characteristics the different supervisors make to student teaching.

In a survey of 870 teacher preparation institutions Johnson⁴⁵ reported that 31 per cent (270) of these institutions utilize general college supervisors in their secondary student teaching program; 13 per cent (113) utilize college supervisors from the academic areas; 49 per cent (426) utilize both general college supervisors and supervisors from the academic areas. Of the twenty Michigan institutions, 45 per cent (9 institutions) use general college supervisors and another 45 per cent (9 institutions) use a combination of general college supervisors and college supervisors from the academic areas.

⁴⁵Johnson, A National Survey of Student Teaching Programs, pp. 30-31.

Erickson suggests that research related to the two patterns should be conducted. "Whether general or specialist (in field) supervision is more effective, and in what ways and situations, needs careful examination. It can no longer be the football of outmoded arguments and obsolete factions."⁴⁶

College Supervision by the
Generalist Teacher
Educator

The general college supervisor is considered an authority in teacher education and in student teaching.

Bennie writes:

His responsibility insofar as the classroom itself is concerned evolves around the overall guidance of the student teaching experience including taking the initiative in planning the types of experiences in which the student teacher should participate, evaluating those experiences and in making suggestions concerning the teaching-learning situation. . . . He is not expected to assume the role of academic expert and leaves this function to the cooperating teacher.⁴⁷

In summarizing the literature, one can note certain strengths that are a part of the pattern of general college supervision. Several of the identifiable strengths have been identified to include:

⁴⁶John Erickson, "On the Development of School Supervisory Personnel: A Case in Point," Journal of Teacher Education, XX, No. 1 (Spring, 1969), 66-69.

⁴⁷Bennie, Cooperation for Better Student Teaching, p. 51.

1. Some educators feel this pattern avoids possible conflicts between two supervisory positions. Although in practice this does not always seem to be the case. But, according to Bennie, "most classroom teachers have sufficient convictions as to how one should teach that conflict in method can occur just as often in general supervisory programs as in any other."⁴⁸

2. The pattern of general college supervision is more economical. Again Bennie stated that:

As off-campus student teaching programs have grown in size and number, general supervision has been found to predominate. Since several student teachers, teaching in various subject fields, are often assigned to a specific off-campus center, the economics of sending one supervisor to work with the total group rather than several different supervisors in specialized areas is obvious. Not only is money saved in travel expenses but valuable time of college faculty is conserved.⁴⁹

3. Regional centers offer a greater range of student teaching environments and provide flexibility in time of stress. General supervising teacher meetings lead to greater cross-pollination of ideas and holds the promise of overcoming in-grown ideas.⁵⁰

⁴⁸Ibid., pp. 51-52.

⁴⁹Ibid., p. 50.

⁵⁰Horton Southworth, "Issues and Problems as Viewed by a Large, Multi-Purpose State University Located in a Small City in Establishing Off-Campus Student Teaching Operations," in Partnership in Teacher Education, ed. by E. Brooks Smith, et al. (Washington, D.C.: American Association of Colleges for Teacher Education, 1966), p. 139.

The general coordinator at Michigan State University, because he is also a full-time member of the community, is seen to have several additional advantages.

He knows the teaching staff, the school administrators, and is acquainted with school policies. He learns first-hand the curriculum of the local schools and how to adapt it to the needs and abilities of the student teachers. He knows the community: its resources, its problems, and how school and community work together. This intimate knowledge of school and staff allow for more effective assignment of individual students to particular supervising teachers.⁵¹

Many educators believe that supervision can be effective when focused primarily on teaching behavior. Erickson indicated that "some of the evidence leads us to believe that supervision out of field, since it is less concerned with curricular matters than it is with teaching behavior, may be superior to field supervision."⁵²

General supervision has been the prevailing pattern at Michigan State University since 1956. Two years after the program was in operation Clem collected data from 167 supervising teachers and 175 student teachers to evaluate their experiences and offer their opinions of specific student teaching program phases. The data revealed a significantly high degree of approval of the full-time

⁵¹Leland Dean, "A Description of Michigan State's Full-Time Student Teaching Program" (unpublished paper, Michigan State University, College of Education, June, 1966).

⁵²Erickson, "On the Development of School Supervisory Personnel: A Case in Point."

resident program as it was operating in 1958. Supervising teachers indicated: (1) personal satisfaction was attained through helping a prospective teacher grow, (2) the program stimulated re-evaluation of usual classroom practices, (3) student teachers were of great assistance, and (4) classroom instruction was improved. On the negative side, the supervising teachers saw these problems: (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, and (3) re-teaching was necessary as a result of the student teacher's participation.⁵³

In a study by Anthony,⁵⁴ who appraised the services rendered to off-campus supervising teachers and centers by Michigan State University, it was found that the most highly rated service provided in student teaching for the secondary teachers was the classroom observation by the coordinator. Other service of value included professional library materials in the school, workshops on campus for all supervising teachers and administrators, and after-school meetings between supervising teachers, coordinator, and subject area specialists. However, 36 per cent of the

⁵³Clem, "A Study of the Michigan State University Full-Time Resident Student Teaching Program," p. 114.

⁵⁴Anthony, "An Appraisal of the Services Rendered to Off-Campus Supervising Teachers and Centers by Michigan State University," p. 69.

secondary supervising teachers rated workshops in special areas as of most value in student teaching, and 31 per cent indicated classroom observations by subject matter specialist as of most value. A conclusion which Anthony drew from her study was that more emphasis should be given to the in-service program for supervising teachers.

There is apparent evidence, however, that off-campus student teaching programs have brought with them certain problems. All educators have not overlooked these. Some of the potential problems have been identified to include:

1. The off-campus teaching experience cannot be considered in isolation of the previous kinds of experiences the student has had with children and in schools. The staff will have to look at the contribution the off-campus experience is making in relation to the contributions of the other opportunities for working with children and youth.⁵⁵

2. It is possible for the university staff of a teacher training institution to be totally unaware of what is happening in the public schools and its surrounding community if contacts with the field are not maintained.⁵⁶

⁵⁵Herrick, "The Future of Off-Campus Programs," Off-campus Student Teaching, Thirtieth Yearbook (Lock Haven, Penna.: Association for Student Teaching, 1951), pp. 121-41.

⁵⁶Ibid.

3. The general supervisor is faced with the task of trying to be of aid to teachers in such diverse fields as art, French, mathematics, and history. Therefore, O'Hanlon writes that "the contributions which he can make to teachers in some fields and on some levels is necessarily limited."⁵⁷

The College of Education staff in home economics education observed that in shifting to a generalist coordinated program there also followed a loss of opportunity to evaluate the assigned station of the home economics student teacher, a lack of influence on types of experiences provided in the student teaching program, and a loss of many opportunities for home economics educators to upgrade supervising teachers. These factors lead one to the consideration of the arguments for college supervision by the specialist in the teaching field.

College Supervision by the
Subject Matter Teacher
Educator

Perhaps the leading proponent for college supervision by a teaching specialist in the field is James Conant. He supports the viewpoint that the properly supervised student teacher is one who is supervised by a professor of the institution who has been and still is a

⁵⁷O'Hanlon, "Considerations About Student Teaching," p. 341.

teacher of the subject which the student teacher is learning how to teach.⁵⁸ But, Conant wrote:

I have rarely visited a teacher education institution in which an experienced teacher of a secondary school subject--say mathematics or English--was responsible for the practice teaching. . . . I humbly suggest this tradition is completely wrong. . . . Practice teaching will continue to fall far short of its potentialities until the successful school teachers are given the highest status in the faculty and held responsible for the organization and carrying out of practice teaching.⁵⁹

In seven of the eight Michigan vocational home economics teacher education programs (excluding Michigan State University) some form of college supervision is provided by the subject matter teacher educator. However, this role may be in addition to that provided by the general college supervisor. Where subject matter supervisory patterns prevail the student teacher first sees the college representative during campus classroom experiences, which is followed by regular off-campus visits during the student teaching period. As a college supervisor in home economics education, Lowe writes that:

. . . the supervisor is up-to-date in subject matter, the teaching-learning process, trends and issues in vocational home economics and in education. She should also be able to give information and advise

⁵⁸James Conant, "The Certification of Teachers: The Restricted State-Approved Program Approach," A Decade of Thought on Teacher Education (Washington, D.C.: The Association for Student Teaching, 1964), p. 59.

⁵⁹Ibid., p. 129.

about remodeling and building new departments and about curriculum development.⁶⁰

Lowe continues to describe the specific advantages of the college specialist teacher educator as the supervisor in student teaching:

Certainly, the college supervisor of vocational education has a decided advantage in supervising student teachers in his own area of specialization, the college supervisor not only is in a position to give help in many ways, he also receives new ideas, clarification about practicality of process, and inspiration.⁶¹

The specialized supervisor from the education department assumes a somewhat different relationship than the general supervisor although there is also much similarity in their responsibilities.

Bennie writes that:

. . . in contrast with the general supervisor, the specialist often becomes more directly involved in actual planning with the student teacher and is more familiar with available materials in the particular field of teaching and with specific approaches to teaching certain subjects. He is, therefore, able to assume a consultant role with the cooperating teacher.⁶²

When college supervision is by the specialist in the subject field, one must recognize that this may create great insecurity in the mind of the classroom teacher. The human relationship factors become crucial to this pattern

⁶⁰Lowe, "The College Supervisor in a Federally Aided Vocational Education Program," p. 59.

⁶¹Ibid., pp. 59-60.

⁶²Bennie, Cooperation for Better Student Teaching, pp. 52-53.

of supervision. Bennie indicates, however, "given the appropriate personality, it would appear that the specialized supervisor who can make the greatest contribution in both academic and educational areas might be superior to the generalist."⁶³

When subject matter specialists are in the field working with student teachers and supervising teachers they can help develop the logical demensions to understand the subject matter aspect of teaching:

Because teachers do not possess such understanding, they frequently handle the subject matter of instruction in superficial ways. Consequently, class discussion often suffers from undue vagueness and ambiguity, from unfounded and unchallenged claims, from a failure to develop the significance of the content.⁶⁴

A specialist in the teaching area has more knowledge in the subject area and can therefore help the student teacher with subject matter concerns.

Clark indicated in 1968 that "most critics of professional education have not been too critical of the student teaching programs in home economics, . . . however, generally speaking the growth of student teaching paralleled quite closely the gradual improvements in teacher education and certification."⁶⁵

⁶³Ibid., p. 53.

⁶⁴Smith, et al., Teachers For the Real World, p. 126.

⁶⁵Louise R. Clark, "The Student Teaching Program in Vocational Home Economics at Jacksonville State University" (unpublished Ed.D. dissertation, University of Alabama, 1968), p. 5.

In discussing the preparation of the home economics teacher, Coon⁶⁶ stated that since the early 1920's the usual practice has been to provide a four-year preservice preparation for home economics teachers, supplementing this by in-service education on the job, summer school courses, and other graduate offerings. Coon discussed a variety of plans for the organization of programs in efforts to provide opportunity for prospective home economics teachers to achieve goals thought to be important. She expressed the view that a well-prepared supervising teacher, with a strong home economics program, can work with the college supervisor and student teacher in coordinating the learnings from education, home economics education, and student teaching.

A seminar of home economics teacher educators was sponsored by the Department of Home Economics Education of the University of Nebraska in 1964 and 1966 to identify the content in home economics education at the undergraduate level. Thirty-six home economics teacher educators identified the objectives basic to the preparation of home economics teachers. The objectives were developed so that existing courses may be re-examined and to provide content from which to select base line items fundamental to a home economics education program. It is

⁶⁶Buehal Coon, Home Economics Instruction in the Secondary Schools (Washington, D.C.: The Center for Applied Research in Education, Inc., 1964), pp. 99-109.

expected that upon completion of study the prospective home economics teacher will be able to:

1. Integrate the philosophies of home economics and education with knowledge of contemporary society formulating professional beliefs.
2. Communicate and use an educational philosophy in making decisions as a home economics teacher.
3. Assume responsibilities appropriate to the professional role.
4. Integrate a code of ethics into the professional role.
5. Plan for own personal and professional development to enhance effectiveness as a home economics educator.
6. Recognize and cooperate with community efforts which influence individual and family well-being.
7. Identify education trends and implications that have relevance for the home economics program.
8. Utilize information about the learners, their homes, the community and the larger society in planning home economics programs.
9. Comprehend the scope of home economics as an instructional area.
10. Organize home economics offerings into a sequential and integrated pattern to meet needs of learners.
11. Plan home economics programs which will contribute to the total educational goals.
12. Develop programs cooperatively with co-workers in order to enrich and supplement offerings.
13. Recognize the nature of verbal and non-verbal communication and assess its effect on learning.
14. Select and direct learning experiences appropriate to the achievement of objectives and the development of generalizations.
15. Utilize motivation of learner in carrying out an instructional plan.
16. Select and utilize a variety of methods and resources to achieve specified behavioral outcomes.
17. Establish and maintain a classroom climate which facilitates learning in home economics.
18. Use evaluation as an integral part of teaching and learning process.
19. Use research findings to improve the teaching-learning process.
20. Appreciate the role of research in solving educational problems.
21. Engage in practical classroom experimentation.⁶⁷

⁶⁷Home Economics Education, Objectives and Generalizations Related to Selected Concepts (Lincoln, Neb.:

Several of the above listed competencies are applicable to the learnings generally a part of student teaching. Two competencies which are based in an understanding of the subject matter, are related to planning and organizing home economics offerings. These competencies may require the skilled person in the field of home economics to guide the student teacher toward the competency attainment. Other objectives, such as item 15, are general in nature and can be expected of all teachers regardless of the major teaching field. The home economics teacher educators have not distinguished between general teacher education objectives and home economics teacher education objectives.

In 1969, a research study⁶⁸ was conducted at Michigan State University to identify student teaching objectives unique to the teaching of home economics. Thirty-nine vocational home economics teacher educators selected eighteen objectives to be unique to home economics student teaching. The objectives were identified as unique if the teacher educators indicated a home economics trained person is needed to best guide the

Department of Home Economics Education, University of Nebraska, 1966).

⁶⁸Arleen Otto and Dorothy West, "An Exploratory Study to Determine Methods for Regularizing Contacts of the Home Economics Education Staff with Student Teachers, Supervising Teachers and Coordinators" (East Lansing, Mich.: Michigan State University, College of Education, 1969).

student teacher toward achievement of the objective. The unique home economics student teaching objectives and the priority rating assigned each objective are listed in Table 2.1. If an objective was selected as unique, the teacher educators rated it as either high, medium, or low priority for student teaching. The percentage of teacher educators who rated the objectives in each of the priority categories is entered in Table 2.1.

The University Coordinators at Michigan State University were given the same opportunity to select among the fifty-four objectives those which they believed to be unique to home economics student teaching. Twenty-two Coordinators selected eight of the objectives listed in Table 2.1 (Objectives A, D, G, H, N, O, P, Q) as also being unique. This indicates that for some objectives they also agreed that a specialist with a home economics background is needed to guide the student teacher in objective achievement.

The Walsh⁶⁹ study reported that home visits were considered not important in student teaching, whereas in Table 2.1, home visits (Objective I) were given a high-to medium-priority rating for student teaching. The objectives which were unique to the field and 80 per cent or more of the participants rated as high priority for

⁶⁹Walsh, "Some Practices in Home Economics Student Teaching Which Produce Satisfactory Supervisory Relationships," p. 93.

TABLE 2.1.--Unique home economics student teaching objectives and their priority rating for student teaching as identified by a national selected group of vocational home economics teacher educators.

Unique Home Economics Student Teaching Objectives (UHESTO)	Home Economics Teacher Educators (N=39)		
	Percentage High Priority Rating	Percentage Medium Priority Rating	Percentage Low Priority Rating
A. Visits a school lunch program to analyze its relationships to the department.	4.0	40.0	56.0
B. Plans and provides learning experiences based on knowledge of the representative types of families in the community.	93.8	6.2	--
C. Integrates into teaching plans and activities knowledge from relevant disciplines and fields as to focuses on family life.	86.5	10.8	2.7
D. Approaches a lesson visualizing the relationship of topics to the meaning and quality of family life.	89.2	8.1	2.7
E. Interprets the department's program to the community through home visits, experiences with parents, talks in community, exhibits in downtown area.	41.1	44.8	13.8
F. Suggests and guides pupils to plan for home experiences and helps evaluate learnings.	63.9	33.3	2.8
G. Evaluates FHA experiences in a local situation.	28.2	56.4	15.4
H. Plans and carries out thought-provoking, problem-solving activities related to the realistic concerns the pupils have for family life.	94.8	2.6	2.6
I. Interprets the observations of one or home visits.	59.4	28.1	12.5
J. Interprets results of home visits, conferences, class contacts as a means of increasing understanding of pupils, families, and community.	70.4	25.9	3.7
K. Uses a department budget in planning for learning experiences and keeps financial records.	39.1	34.8	26.1
L. Guides or instructs pupils in the selection, care, and use of department equipment and supplies.	60.9	30.4	8.7
M. Verbally identifies significant needs, interests, personal and home problems of pupils and relates to the unit taught.	91.7	--	8.3
N. Assumes some of the responsibilities of an FHA chapter adviser.	36.8	55.3	7.9
O. Contacts and/or works with county home economists and agencies related to families when feasible.	11.1	41.7	47.2
P. Demonstrates competence in the essential skills of maintaining a home.	45.8	37.5	16.7
Q. Assists with the planning of activities for a FHA organization.	38.5	46.1	15.4
R. Applies the characteristics of families in the community and general trends in family life to an evaluation of the total program.	78.1	15.6	6.3

student teaching were Objectives B, C, D, H, and M (see Table 2.1). The two objectives with the lowest priority ratings were Objectives A and O.

The objectives identified in Table 2.1 were utilized for the present research study. Each objective became the basis for a question in the research instrument. The information obtained was designed to help evaluate whether the unique objectives as identified by national home economics teacher educators were provided for and in a student teaching program coordinated by college generalists.

Summary of the Related Literature

The review of literature related to this study examined the trends and issues in student teaching. Questions needing additional research relate to defining needed collaboration with public schools, a rationale for student teaching, effects of pre-student teaching experiences, and the effective organizational patterns for program operations. Several research studies describing the perceived roles of the college supervisor in student teaching were reported and it was evident that little research has been done to describe the unique contributions of college supervisors from various positional groups. The question was raised in the literature as to who should be the college supervisor, the generalist teacher educator, the special subject matter teacher

educator, or perhaps the clinical consultant in the secondary schools.

The trend in student teaching indicates a continuous movement to the off-campus placement of student teachers. As enrollments in teacher education increase, more universities will consider the off-campus center program approach. The decision will need to be made concerning the use of the generalist or the specialist in the college supervision of student teaching. This study is designed to look at the problems related to this issue.

Since 1961, no research studies have been reported describing the particular advantages or disadvantages of the student teaching program at Michigan State University. In the early 1960's, various new ideas have been incorporated into the student teaching program. Some of the newer developments include: (1) total college supervision provided by the generalist University Coordinator, (2) clustering of student teachers in one building under the leadership of a clinical consultant, and (3) broadening the student teachers' experiences to include activities in the total school and community setting. Also, a college curriculum revision for the home economics education student took place during the early 1960's, and curriculum revisions continue to occur. Therefore, the reactions of the Home Economics Supervising Teachers, Home Economics Student Teachers, and University Coordinators

to present practices need to be analyzed. In light of the Vocational Education Act of 1963 outlining the characteristics of wage-earning programs in home economics and the 1968 amendments to that Act providing funds for consumer and homemaking education, one may begin to re-evaluate the type of experiences a student teacher should have in a vocational home economics program.

CHAPTER III

PROCEDURES AND INSTRUMENTATION

The present study seeks to explore the unique contributions of the home economics teacher educator in a "generalist" coordinated student teaching program. To achieve the basic aim of the study, the research to identify to what extent a group of objectives, unique to home economics student teaching, were provided for in the student teaching program during winter term, 1969, at Michigan State University. In addition to this, descriptive data were collected to identify relationships between the provision for the Unique Home Economics Student Teaching Objectives and the background characteristics of the three groups sampled. Lastly, a series of open-ended questions was devised to provide recommendations for the continuous development of a quality student teaching experience in home economics. The study was made possible through a special research project grant to the Department of Secondary Education and Curriculum. The grant was provided by the Michigan Department of Education, Division of Vocational Education, and was funded for the period of

August 1, 1968 to September 1, 1969. Funding was extended for 1969-70, for a follow-up phase of the study being reported.

The research project, as designed by the staff in Home Economics Education and the writer, was based on the need for regularizing contacts of the home economics education staff with student teachers, supervising teachers, and university coordinators. At the outset of the project, it was decided to determine the unique objectives for home economics student teaching and secondly to determine if these specialized contributions were being provided for under the present organizational pattern of a generalist coordinated student teaching program at Michigan State University.

The major activities of the project were divided into three phases with each succeeding phase building on the knowledge derived from the preceding phase. Phase one identified the objectives for student teaching which were selected as unique to the teaching of home economics. The results of Phase one were reported by Richardson,¹ and in the year-end project report to the State Department of Education by West.² Phase two of the study involved the

¹Richardson, "An Investigation of Unique Home Economics Student Teaching Objectives."

²Dorothy West, "An Exploratory Study to Determine Methods for Regularizing Contacts of the Home Economics Staff with Student Teachers, Supervising Teachers and Coordinators" (unpublished progress report for the period ending August 31, 1969, Michigan State University, 1969).

use of the winter term, 1969, student teaching program at Michigan State University to determine what was being provided in relation to the Unique Home Economics Student Teaching Objectives. Phase three of the project, will examine various methods for home economics teacher educators to contribute to student teaching to encourage the provision for those unique objectives which are not being provided for under the present generalist coordinated student teaching program. Phase three is beyond the scope of the present report.

Procedures Used

The planning period for this study was carried out from August, 1968 to December, 1968. During this time data were collected from thirty-nine selected Home Economics Teacher Educators (thirty-eight represented vocational programs) to identify which among a group of fifty-four objectives were unique to home economics student teaching. Objectives were classified as unique at the .05 level of significance. The eighteen objectives identified as unique to home economics student teaching became the basis for the instrument used in the present study.

In order to obtain information about the trends in home economics student teaching, the related literature was reviewed and several professional meetings were attended, including The Association for Student Teaching

Conference and Michigan State University Coordinator's Conferences.

In January, 1969, the plans for the research study were reported to the "Basic Program Council" in the College of Education. The council coordinates the research activities affecting the basic courses and programs in the teacher preparation program. The proposal for this research study was approved and initial arrangements were made for carrying out the research plans as they were designed. Permission was received by the administrators at the secondary schools and by the University Coordinators for the use of their Home Economics Supervising Teachers to participate in this study.

Collection of Data

Information concerning the extent of provision for the achievement of the home economics student teaching objectives and other information was obtained from the three groups of individuals most involved in the student teaching program at Michigan State University, namely, the Home Economics Student Teachers, the Home Economics Supervising Teachers, and the University Coordinators of Student Teaching. Winter term, 1969 was selected as the term for collecting the data since this term usually has the largest enrollment of Home Economics Student Teachers as compared to fall and spring terms. Also the follow-up of a student teacher is simplified because the student

teacher usually enrolls spring term for an on-campus post-student teaching course in home economics education.

The list of winter term supervising teachers and student teachers in home economics was obtained from the student teaching office two weeks after the winter term began. A directory of the University Coordinators was also made available by the student teaching office.

All winter term Home Economics Supervising Teachers were contacted by letter to describe the purposes of the study and schedule a preliminary time for a personal interview at his or her school. A carbon copy of the letter (Appendix A), was sent to an administrator in the school and to the University Coordinator of each supervising teacher. This initial letter was then followed by a telephone call to the school. A second letter (Appendix B) was sent to confirm the time and place for the interview. Of the thirty-three Home Economics Supervising Teachers who were in the winter term, 1969 student teaching program, interviews were held with thirty-two; one declined to participate.

The interviews of the Home Economics Supervising Teachers were conducted by the writer along with two assistants who were graduate students in Home Economics Education. Each interviewer tape recorded two pre-testing interviews with former supervising teachers. The tapes were reviewed and any differences in interviewing procedures or methods were discussed. The primary goal of

the review sessions was to reduce the degree of differences among interviewing procedures. Good interviewing techniques were summarized and reviewed by each interviewer (Appendix C). Each supervising teacher in home economics was interviewed soon after the winter term had ended and after the student teacher had left the school.

All winter term Home Economics Student Teachers were contacted as a group, following their arrival on campus for spring term classes. Home Economics Student Teachers are required to enroll in an Education 482 seminar following student teaching, and class time was used for obtaining their answers to the questionnaire. The instrument was administered to the group during the second week of spring term, 1969. For those few students who were not in Education 482, a personal call was made to have them complete the questionnaire. Of the total thirty-three student teachers, thirty students returned their instruments. Two students could not be contacted because of relocations. One student dropped out of student teaching before completing the program and left the state.

The questionnaire was also administered to the University Coordinators of student teaching through personal and small group interviewing sessions. An initial contact letter explaining the purposes of the interview (Appendix D) was sent to each coordinator. Since coordinators frequently are on campus, the interview date was scheduled for these times. Twenty-five coordinators were

interviewed during spring term, 1969, to determine their contributions to the winter term, 1969, Home Economics Student Teachers' achievement of the unique objectives. Among the twenty-five coordinators interviewed, twenty were assigned a Home Economics Student Teacher during winter term, 1969. A summary of the numbers and percentage of participants in the study is shown in Table 3.1.

Description of the Data Gathering Instruments

Three parallel forms of the instrument were used in this study (Appendices E, F, and G). The instruments were developed for the Home Economics Supervising Teachers, the Home Economics Student Teachers, and the University Coordinators.

The Supervising Teacher questionnaire was developed during January and February, 1969. It consisted of four parts, each part printed on different colored paper for pre-coding information. The parts were developed to include:

Part I--provided descriptive information about the supervising teacher and the secondary home economics program.

Part II--listed the Unique Home Economics Student Teaching Objectives and required a priority rating be assigned to each of the objectives.

Part III--referred to the same objectives listed in Part II, but the respondent was asked to rate the

TABLE 3.1.--Respondents participating in the survey during winter term, 1969.

Respondents						
Interview			Questionnaire			
University Coordinators ^a			Home Economics Supervising Teachers		Home Economics Student Teachers	
Number	Usable Returns	Per Cent Of Returns	Number	Usable Returns	Number	Per Cent Of Returns
23	20	87.0	33	32	33	92.0
(with home economics student teachers)						
19	17	89.5				
(full-time secondary)						

^aTotal number of University Coordinators interviewed included twenty-five from a total staff load of forty-three elementary and secondary University Coordinators.

student teacher on the achievement of the objective and to identify an experience which was provided for the student teacher to help her achieve the objective.

Part IV--consisted of a series of open-ended questions to provide the respondent with the opportunity to make recommendations for the continued improvement of the student teaching operations as they affect Home Economics Student Teachers.

Pre-testing of the questionnaire was run under actual field conditions. Six interviews were conducted by three interviewers to learn the problems which would be encountered. Also fourteen questionnaires were mailed to former Home Economics Supervising Teachers to test the instrument. The pre-testing questionnaire was hand-scored and apparent misunderstandings, poor wording, and awkward format were corrected.

The supervising teacher questionnaire was administered as an interview to all winter term, 1969, Home Economics Supervising Teachers. Approximately one hour was needed for each individual. A copy of the instrument appears in Appendix E.

A similar instrument was then developed for the University Coordinators (Appendix F) and the Home Economics Student Teachers (Appendix G) but adapting the questions to the particular attributes of the two other groups. The University Coordinators were asked to indicate whether

they provided an experience or experiences for the Home Economics Student Teacher related to achieving the Unique Home Economics Student Teaching Objectives. The student teachers, on the other hand, were asked to rate their level of achievement of each of the objectives. All three groups were asked to identify an experience provided in student teaching which contributed toward the student teacher's achievement of the objective. Student teachers were not asked to complete Part II of the questionnaire since it was felt they had little background preparation for making judgments about the priority which should be given to home economics student teaching objectives.

In all cases, the only mark of identification on the questionnaires were the school names. Confidentiality of answers was assured to each respondent in an effort to avoid the entrance of bias into the data.

Description of the Population

In the three questionnaires which were developed for the survey, Part I of each questionnaire asked for descriptive characteristics of the subjects and their programs. The background information was obtained to aid in describing the populations used. This information is reported for each of the three groups used in this study.

Home Economics Supervising Teachers

The winter term, 1969, Supervising Teachers of Home Economics were located in fourteen of the sixteen off-campus centers. Of the thirty-two Supervising Teachers interviewed during winter term, 1969, sixteen (50.0%) were teaching in home economics programs that were fully or partially reimbursed by the Division of Vocational Education, Michigan Department of Education. Table 3.2 describes this information.

TABLE 3.2.--Supervising teachers' type of secondary home economics program.

Program	Home Economics Supervising Teachers	
	Number	Per Cent
General (non-reimbursed)	16	50.0
Vocational (reimbursed)	12	37.5
Both	<u>4</u>	<u>12.5</u>
Total	32	100.0

Only 31 per cent or ten supervising teachers were undergraduates of Michigan State University; however, twenty-three supervising teachers (72%) indicated they had taken some course work through Michigan State University. Nine supervising teachers said they had never taken course credit through Michigan State University.

Twenty-six supervising teachers (81%) had an undergraduate major in home economics or home economics education. Two teachers had an undergraduate major in family life and two in foods and nutrition.

The undergraduate minors ranged from no minors to three minors. Together, the thirty-two supervising teachers identified sixteen different minors. The types of undergraduate minors were as follows:

<u>Supervising Teacher's Undergraduate Minor</u>	<u>Number of Home Economics Supervising Teachers</u>
Art	1
Business Education	1
Chemistry	2
Education	2
English	9
Family Life	1
History	1
Home Economics (general)	1
Physical Science	7
Physics	1
Religion	1
Science	9
Social Science	2
Sociology	2
Speech	3
Textiles and Clothing	5

Nineteen (59%) of the supervising teachers indicated they did not have a college course in supervision of student teaching. The other thirteen (41%) supervising teachers said they had completed such a course.

Only two supervising teachers of home economics having student teachers during winter term, 1969, had no graduate credits beyond their undergraduate degree. The

other thirty indicated they had some post-bachelor's course work. This is shown in Table 3.3.

TABLE 3.3.--Number of course credits supervising teachers' earned beyond the Bachelor's degree.

Number of Graduate Credits (Term Hours)	Home Economics Supervising Teachers	
	Number	Per Cent
0	2	6.25
1-6	2	6.25
7-15	4	12.50
16-30	11	34.37
31-45	8	25.00
46 or more	5	15.63
Total	32	100.00

Seventeen supervising teachers were identified as being first or second time supervising teachers, therefore over half of the group may be classified as just beginning their experiences in the supervision of student teaching. However, one supervising teacher indicated she had forty-four student teachers from Michigan State University and other colleges. Table 3.4 indicates the total number of student teachers each supervising teacher ever had.

Although most of the Home Economics Supervising Teachers were first and second time supervising teachers, over 78 per cent had taught secondary home economics six or more years. Table 3.5 shows the range of teaching experience among the thirty-two supervising teachers.

TABLE 3.4.--Supervising teachers' number of student teachers supervised (including winter term, 1969).

Number of Student Teachers Supervised	Home Economics Supervising Teachers	
	Number	Per Cent
1-2	17	53.10
3-5	9	28.31
6 or more	<u>6</u>	<u>18.55</u>
Total	32	100.00

TABLE 3.5.--Supervising teacher's years of experience as a home economics teacher (including 1968-1969).

Years of Teaching	Home Economics Supervising Teachers	
	Number	Per Cent
1	1	3.12
2	1	3.12
3-5	5	15.63
6 or more	<u>25</u>	<u>78.13</u>
Total	32	100.00

During winter term, 1969, 75 per cent of the student teachers were placed with one supervising teacher. Twenty-four student teachers had one supervising teacher, seven student teachers had two supervising teachers, and one student teacher had three supervising teachers.

Student Teachers

Thirty Home Economics Student Teachers responded to a series of descriptive type questions describing their

own background preparation for home economics teaching, including the student teaching experience. Twenty-eight of the thirty Home Economics Student Teachers were majors in Home Economics Education. One had a major in Liberal Arts and one student teacher was on a post-bachelor's teacher certification program in home economics. Each student teacher indicated a minor in one or more of the following areas:

<u>Minor</u>	<u>Number of Home Economics Student Teachers</u>
Business	3
Family Life	21
Health Education	1
Journalism	1
Office Administration	1
Physical Education	2
Psychology	1
Social Science	2

Twenty-three of the student teachers indicated they were assigned to one supervising teacher, while seven worked with two supervising teachers.

Several other questions were asked the student teacher related to a description of their student teaching experience. Of the thirty student teachers, eleven indicated they had taught classes with both boys and girls in it, while nineteen student teachers indicated they had only taught all girl classes. The smallest class size for any one of the student teachers was a class with five to ten pupils and the largest class had seventy-five

pupils. Most student teachers had a class size of fifteen to thirty pupils.

The grade level of the pupils to which the student teachers were assigned ranged from a total junior high school assignment to a total senior high school experience.

More than half of the student teachers had some experience in both junior and senior high school. Table 3.6 illustrates the range of grade level experiences.

TABLE 3.6.--Grade level teaching experience of home economics student teachers.

Home Economics Student Teacher's Grade Level Assignment	Home Economics Student Teachers	
	Number	Per Cent
Junior High School Only (grade 7, 8, 9)	8	26.7
Senior High School Only (grade 9, 10, 11, 12)	15	50.0
Both Junior & Senior High School (grade 7-12)	<u>7</u>	<u>23.3</u>
Total	30	100.0

The student teachers indicated they had teaching and observation experiences in a variety of home economics curricular areas. However, most frequently the student teachers taught in some phase of clothing and textiles, or foods and nutrition. Three student teachers indicated these were their only areas of experience.

Below is a list of the curricular areas in which the thirty participated during the term of student teaching:

<u>Home Economics Curricular Area</u>	<u>Number of Student Teachers Participating in This Area During Student Teaching</u>
Child Development	16
Family Life	19
Clothing and Textiles	25
Foods and Nutrition	24
Health and Home Nursing	5
Housing	14
Home Management	6
Consumer Education	12
Employment Education	3
Related Curricular Activities:	
Future Homemakers of America	2
Home Experiences	3
Adult Education	0

Eighteen (60%) of the Home Economics Student Teachers had student teaching experiences in four or more different curricular areas throughout the student teaching term.

The student teachers were also asked to describe their own experiences related to home economics before they began their college program. Each student teacher reported her years of experience related to high school home economics, high school Future Homemakers of America club work, and 4-H club work. Their experiences are summarized in Tables 3.7, 3.8, and 3.9.

TABLE 3.7.--Home economics student teachers' years of experience in high school home economics courses.

Number of Years in High School Home Economics Courses (grades 7-12)	Home Economics Student Teachers	
	Number	Per Cent
0	7	23.3
1-2	13	43.4
3-4	7	23.3
5-6	<u>3</u>	<u>10.0</u>
Total	30	100.0

TABLE 3.8.--Home economics student teachers' years of experience as a member of Future Homemakers of America (FHA).

Number of Years in FHA	Home Economics Student Teachers	
	Number	Per Cent
0	23	76.6
1	3	10.0
2	2	6.7
3 or more	<u>2</u>	<u>6.7</u>
Total	30	100.0

TABLE 3.9.--Home economics student teachers' years of experience as a member of 4-H.

Number of Years in 4-H Organization	Home Economics Student Teachers	
	Number	Per Cent
0	20	66.7
1	2	6.7
2	1	3.3
3 or more	<u>7</u>	<u>23.3</u>
Total	30	100.0

Approximately 70 per cent of the Home Economics Student Teachers had no experience in either FHA or 4-H. These organizations are traditionally known as the sources from which many home economics teaching majors are drawn. Also, most of the home economics teaching majors (66.7%) came to their student teaching experience with having two or less years of high school home economics themselves. In fact, seven student teachers, as shown in Table 3.7, have never had high school home economics.

University Coordinators

Twenty-five University Coordinators were interviewed during spring term, 1969. Several questions were asked to obtain a background description of their educational and student teaching coordinating experiences.

The University Coordinators have come to their current position through a variety of educational doors. In interviewing the University Coordinators, it was found that nine (36%) had a Doctorate degree and one (4%) had the Specialist degree. Thirteen (52%) of the Coordinators had only their Master's degree, but at least eight of these were on a Doctoral program. Two coordinators (8%) were at the Bachelor's degree level only.

The educational training of the University Coordinator was frequently through the experience of a secondary subject matter teaching field, of which only one coordinator had a home economics education background. The

educational degrees of the University Coordinators were reported as follows:

<u>Degree Program</u>	<u>Major</u>	<u>Number of University Coordinators</u>
Bachelors	Agriculture Education	4
	Economics	2
	Elementary Education	1
	English	7
	Government	1
	History	3
	Home Economics	1
	Industrial Arts	1
	Secondary Mathematics	2
	Social Science	2
	Social Studies	3
	Speech Correction	1
Masters	Adult & Higher Education	1
	Agriculture Education	2
	Curriculum	2
	Elementary & Special Education	2
	English	3
	Guidance & Counseling	2
	Industrial Education	1
	Psychology & School Administration	2
	School Administration	3
	Social Studies Education	2
	Vocational Education	2
Doctoral	Administration & Higher Education	6
	Agricultural Education	2
	Curriculum (Secondary or Elementary)	7
	English	1
	Industrial Education	1
	Teacher Education	2
	Vocational Education	1

Most of the University Coordinators had more than one year of experience as a coordinator, and two coordinators indicated they had more than twenty years of

experience. Table 3.10 describes the length of coordinating experience of each of the University Coordinators. It can be noted that 68 per cent of the coordinating staff have had four or less years of experience as a coordinator of student teaching, and in this respect, two-thirds of the staff were relatively new to the field of coordination of student teaching.

TABLE 3.10.--University coordinators' years of experience as a coordinator of student teaching.

Years of Experience	University Coordinators	
	Number	Per Cent
1	5	20
2-4	12	48
5-7	3	12
8-10	2	8
Over 11	<u>3</u>	<u>12</u>
Total	25	100

Each coordinator was asked the number of home economics supervising and student teachers he came in contact with in his years of experience as a University Coordinator of student teaching. Their responses are identified in Tables 3.11 and 3.12.

One of the concerns of the home economics education program and student teaching program, is the placement of the student teacher in a situation which will provide the best experiences for that individual. While the ideal situation is desired for each student teacher, there are

TABLE 3.11.--Number of different home economics supervising teachers university coordinators have worked with.

Number of Supervising Teachers of Home Economics	University Coordinators	
	Number	Per Cent
0	0	0
1-2	1	4
3-5	13	52
6 or more	<u>11</u>	<u>44</u>
Total	25	100

TABLE 3.12.--Number of different home economics student teachers the university coordinators have supervised.

Number of Student Teachers in Home Economics	University Coordinators	
	Number	Per Cent
0	1	4
1-2	2	8
3-5	8	32
6-10	8	32
11 or more	<u>6</u>	<u>24</u>
Total	25	100

complicating factors in student teacher placement. Seventeen of the twenty-five coordinators reported that at least two other colleges and universities are also placing student teachers in their geographical area. For some coordinators, placement of student teachers with the best secondary programs, became a competitive situation.

Since Michigan State University's home economics education program prepares vocational teachers in home economics, the state requirements include a student teaching experience in a secondary vocational program. When the University Coordinators were asked if they could place all the Home Economics Student Teachers in secondary vocational programs, four (16%) thought they could, ten (40%) said they could not because there were not enough vocational type programs in their geographical area, and eleven (44%) said they did not know.

The vocational certification status of the home economics teacher or secondary home economics program does not appear to be a primary consideration in the placement of student teachers at Michigan State University. The criteria the University Coordinators do consider were given as follows:

<u>Criteria for Placement of Home Economics Student Teachers</u>	<u>Number of University Coordinators Reporting Use of This Criterion</u>
Teaching Experience of Supervising Teacher (three years or tenure)	9
Experience as a Supervising Teacher	1
Recommendations of the Principal	8
Willingness of Supervising Teachers to Accept a Student Teacher	8
Placement of Student Teacher is Determined Primarily Through School Administration	8

<u>Criteria for Placement of Home Economics Student Teachers</u>	<u>Number of University Coordinators Reporting Use of This Criterion</u>
Wishes of the Student Teacher (grade levels, geographical location, type of curriculum, and teacher's age)	12
Reports of Former Student Teachers	4
Personality and Compatability of Supervising Teachers	4
Availability of Good Super- vising Teachers	4
Philosophy of the Supervising Teacher	2
Type of Home Economics Program in the School	3
Recommendations from Teacher Educators	1

The basic descriptive information presented in this section was also used to test four of the research hypotheses. These hypotheses are stated under the research design section of this chapter.

Validity and Reliability of the Research Instrument

The validity of a questionnaire can be judged in the light of various types of evidence. Good³ identified several criteria to be considered when validity of a survey instrument is to be determined. These criteria were

³Carter Good, Essentials of Educational Research
(New York: The Merridith Publishing Co., 1966), pp. 224-
25.

considered in the development and analysis of the questionnaire.

Each question was designed to gather specific and discrete information. Pre-testing attempted to eliminate ambiguity of questions. In all cases, a large proportion of the populations answered each question, 87 per cent or better.

The reliability of the data is also determined in relation to the interviewee's attitude of confidence in the interviewer, the desire of the interviewee to make a good impression, and the established degree of rapport and comfortableness in the situation. Effort was put forth to assure the achievement of these qualities. The student teachers were not individually interviewed so there was little opportunity to probe for answers; however, if missing data appeared, the student teachers in most cases were personally contacted for further information.

An analysis of variance was used to estimate the reliability among the eighteen objectives when the supervising teachers rated the student teachers and when the student teachers rated themselves on the achievement of the objectives. Hoyt's⁴ analysis of variance applies a formula for estimating the reliability coefficient and the

⁴Cyril T. Hoyt and Clayton Stunkard, "Estimation of Test Reliability for Unrestricted Item Scoring Methods," Educational and Psychological Measurement, Vol. 12 (1952), pp. 756-58.

standard error of measurement. The analysis of variance formula is as follows:

$$r_{tt} = \frac{n}{n - I} \cdot \frac{k \sum_i X_i^2 + \sum_j X_j^2 - k \sum_i \sum_j X_{ij}^2 - X^2}{k \sum_i X_i^2 - X^2}$$

The reliability score, which measures the internal consistency among the rated scores of the eighteen objectives, was .794 for the supervising teachers and .249 for the student teachers.

The supervising teacher's data were collected by the interview method, while the student teacher's data were collected through a group questionnaire answering session. The methods themselves may have a bearing on the lower reliability for the student teacher self-rating, as time and interest in completing the questionnaire may have been different for the student teacher than for the supervising teacher.

Scoring

Each questionnaire was coded for IBM key punch processing. Coding was re-checked in most instances to increase the reliability of the data. The coding of each item was written in the margins of the questionnaire. Michigan State University keypunch operators were employed for transferring the data to IBM data cards.

Research Consultation Services within the College of Education, were made available to the writer from the instrumentation stage through the analysis stage of the study. The computer programs were selected with the collaborate advice of a research consultant. The analysis of the data was performed partially through the use of the 3600 IBM computer located in the Computer Laboratory Center at Michigan State University.

The open-ended questions were not pre-coded or statistically analyzed. Thus, the response classification for each item was obtained by reading through the answers and listing all responses to the questions on a sheet. Meaningful categories for each answer were then devised.

Research Design

The design of this study is descriptive and exploratory. The purpose of the study was to explore the existing conditions within the student teaching program during winter term, 1969, as they relate to a student teacher's achievement of the Unique Home Economics Student Teaching Objectives. The study was specifically designed to test each of the following hypotheses:

Hypothesis I. There is a significant difference ($p < .05$) between the self-ratings of the student teachers, and the supervising teachers' ratings of the student teacher in the achievement of the objectives unique to home economics student teaching.

The multivariate analysis of variance was used to determine the significance of differences between the two groups and the F-test was used to determine if there were any significant differences between the mean scores of the two groups. A .05 level of significance was accepted representing the 95 per cent confidence interval.

For Hypotheses II, III, IV, V, and VI a basic statistic program was adopted to produce an intercorrelation matrix. This program utilizes the Pearson Product Moment correlation formula. The hypotheses which were tested and accepted at the .05 level of significance are:

Hypothesis II. There is a positive correlation ($p < .05$) between the number of learning experiences provided by the supervising teachers for achieving the UHESTO (Unique Home Economics Student Teaching Objectives) and the supervising teachers': (1) type of home economics program--vocational or non-vocational; (2) grade levels currently teaching--7-10, 10-12, 7-12; (3) undergraduate degree granting institution--Michigan State University or other; (4) amount of graduate coursework; (5) completion of a course in supervision of student teaching; (6) total number of student teachers supervised; and (7) total number of years taught.

Hypothesis III. There is a positive correlation ($p < .05$) between the student teachers' self-ratings of achievement of the UHESTO (Unique Home Economics Student Teaching Objectives) and the number of years the student teachers participated as a: (1) student in secondary home economics classes, (2) Future Homemakers of America club member, and (3) 4-H club member.

Hypothesis IV. There is a positive correlation ($p < .05$) between the supervising teachers' rating of the student teachers' achievement of the UHESTO (Unique Home Economics Student Teaching Objectives) and the number of years the student teachers' participated as a: (1) student in secondary home economics classes, (2) Future Homemakers of

America (FHA) club member, and (3) 4-H club member.

Hypothesis V. There is a positive correlation ($p < .05$) between the number of learning experiences that are provided by the University Coordinators for achieving the UHESTO (Unique Home Economics Student Teaching Objectives) and the University Coordinators': (1) highest degree earned, (2) years of experience as a University Coordinator, (3) total number of Home Economics Students Supervised, and (4) the total number of Home Economics Supervising Teachers directed.

Hypothesis VI. There is a positive correlation ($p < .05$) between the number of learning experiences provided by the Home Economics Supervising Teachers and University Coordinators, and the student teachers' self-rating of achievement of the UHESTO (Unique Home Economics Student Teaching Objectives).

Three questions were identified and explored as they related to the study. Each of the questions and methods of analysis are presented.

1. Which Unique Home Economics Student Teaching Objectives do University Coordinators and Home Economics Supervising Teachers consider to be of highest priority for student teaching?

The rating number of each objective was added for each individual in both the University Coordinators and Home Economics Supervising Teachers groups. The average rating was obtained for each objective, and ranked from high to low for each group.

2. What learning experiences are provided for contributing toward the student teachers' achievement of the Unique Home Economics Student Teaching Objectives?

Each Home Economics Supervising Teacher and University Coordinator identified an experience they provided the student teacher, which contributed toward the achievement of each of the objectives. The Home Economics student teachers identified the experiences they were provided. A comparison and listing of the types of experiences as perceived by each of the three groups was developed. Also the number of individuals providing or receiving these experiences was indicated.

3. What are the recommendations of the University Coordinators, Home Economics Supervising Teachers, and Home Economics Student Teachers for the continued development of quality student teaching experiences in home economics at Michigan State University?

A series of ten open-ended questions were asked the participants in the study. The specific questions were as follows:

1. What should a student teacher learn about most while student teaching?
2. What are some of the strengths and weaknesses of Michigan State University Home Economics Student Teachers when they arrive for student teaching?
3. What kinds of additional preparations are needed at the University to make home economics students more ready for student teaching?

4. How frequently did you come in personal contact with the resident College Coordinator, student teacher, or supervising teacher during student teaching? Was this adequate for you?
5. Did the student teacher ever want to talk over concerns with the college home economics methods teacher during student teaching? Describe the situation.
6. Did the student teacher ever want to talk over concerns with the university academic adviser during student teaching? Describe the situation.
7. Should student teachers, supervising teachers, or college coordinators have more communication contacts with the subject matter teacher educator at the university than at present? Describe.
8. What are the contributions the home economics education staff at the university can make to student teaching in home economics?
9. What are your most satisfying and dissatisfying experiences as a student teacher, supervising teacher, or University Coordinator in student teaching?
10. If you were in the top decision-making position and had all the resources available to you--time, money, talent, energy, and technology--

what would be your description of the ideal home economics student teaching experience?

Summary categories were obtained for each open-ended question as suggested by Backstrom and Hursh.⁵ The responses were read a second time for improving accuracy in categorizing responses. The items were intended to explore the feelings, attitudes, and ideas of each participant and during the interview it was possible to probe for further clarification of comments. These responses provided the needed information for making recommendations for the new roles for home economics teacher educators and other subject matter educators in student teaching.

Summary

The chapter on methods and procedures of the research under study identified and described the instruments used to collect the data. Winter term, 1969, Home Economics Supervising Teachers, Home Economics Student Teachers, and University Coordinators responded to the questionnaire through personal interview and group questionnaire response methods.

The data were summarized and put on IBM cards for computer analysis. Open-end questions were analyzed through grouping of responses into major categories. The

⁵Charles Backstrom and Gerald Hursh, Survey Research (Chicago: Northwestern University Press, 1963), p. 155.

statistical tools to test the hypotheses included the multivariate analysis of variance and correlation analysis. Instrument reliability was determined by Hoyt's Analysis of Variance which was found to be .79 for the supervising teacher's rating of student teachers and .25 for the student teacher's self-rating of objective achievement.

The hypotheses and questions were stated. A .05 level of significance was accepted for each hypothesis. The study is exploratory in nature, and as such, the instruments and methodology are in the preliminary stages of development.

The following chapter reports the major findings that have been drawn from this study.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

A compilation of the findings of the study is reported in this chapter. The chapter is organized into two parts; the first part describes the testing of the hypotheses, and the second part presents the findings related to the research questions.

After the survey was made and the information was analyzed relating to current practices in student teaching at Michigan State University in home economics, then an attempt was made to identify the phases of the program which seem most valuable. Recommendations for the new potential roles for the home economics subject matter teacher educator in a generalist type of coordinated student teaching program were based on the results of the analysis of the hypotheses and questions.

Testing the Hypotheses

Hypothesis I

According to Hypothesis I, there is a significant difference between the self-ratings of the student

teachers, and the supervising teachers' ratings of the student teachers, in the achievement of the objectives unique to home economics student teaching. A multivariant analysis of variance was used to test the difference between mean scores of the ratings of the two groups.

Finn's multivariant analysis of variance was used to compute the F-ratio of equality of the mean vectors. A ratio of 2.127 was obtained for the two groups which is significant at the .022 level. Thus, it can be concluded that there is a significant difference at the accepted confidence level between the total scores of the two groups. The total group of supervising teachers rated the student teachers significantly higher than the student teachers rated themselves. The mean rating scores of the supervising teachers and student teachers is shown in Table 4.1.

An analysis of Table 4.1 indicates that the mean rating scores of the supervising teachers were higher than the mean self-ratings of the student teachers for all but four objectives. Objectives A, L, F, and M were given higher mean self-ratings by the student teachers. The greatest difference in mean score ratings was with Objective D, where the supervising teachers indicated a higher achievement rating for the student teacher in "approaching a lesson visualizing the relationship of topics to the meaning and quality of family life," than the student teacher rated herself.

TABLE 4.1.--Mean student self ratings and teachers' ratings of achievement of the Unique Home Economics Student Teaching Objectives.

Objectives ^a	Mean ^b Self Rating by Student Teacher	Mean ^b Supervising Teachers' Rating of Student Teacher
A	0.767	0.625
B	1.733	2.218
C	1.700	2.156
D	1.700	2.562
E	0.700	1.062
F	1.033	1.032
G	0.133	0.187
H	1.367	2.406
I	0.200	0.281
J	1.633	2.218
K	0.700	1.000
L	2.033	1.968
M	2.300	1.906
N	0.033	0.218
O	0.900	1.093
P	1.533	1.781
Q	0.033	0.156
R	1.200	1.343

^aThe descriptions of Objectives A through R are located in Table 2.1.

^bCoding of instrument for analysis purposes was as follows: 0 = Not Observed, 1 = None to Little Objective Achievement, 2 = Average Objective Achievement, 3 = Above Average to Superior Objective Achievement.

The highest mean rated scores, or the objectives with the highest rated achievement level, for the student teachers were for Objectives L and M. These objectives are:

Objective L: Guides or instructs pupils in the selection, care, and use of department equipment and supplies.

Objective M: Verbally identifies significant needs, interests, personal and home problems of pupils and relates to the unit taught.

The highest mean rated scores by the supervising teachers were for Objectives D and H. These objectives are:

Objective D: Approaches a lesson visualizing the relationship of the topics of the meaning and quality of family life.

Objective H: Plans and carries out thought-provoking, problem-solving activities related to the realistic concerns the pupils have for family life.

Both the supervising teachers and student teachers had the lowest mean rated score for the following four objectives:

Objective Q: Assists with the planning of activities for a Future Homemakers of America organization.

Objective N: Assumes some of the responsibilities of an FHA chapter advisor.

Objective G: Evaluates FHA experiences in a local situation.

Objective I: Interprets the observations of one or more home visits.

Of the eighteen objectives measured in this study, both supervising teachers and student teachers agree that those objectives related to Future Homemakers of America and home visits are least achieved by the student teacher. There is less agreement between the student teachers and supervising teachers about which objectives were most achieved.

One can conclude from the quantitative data presented that supervising teachers on the whole rate student teachers significantly higher in the achievement of the objectives measured in this study than the student teachers rate themselves. Also, the objectives with the highest degree of achievement are Objectives L, M, D, and H.

Hypothesis II

According to Hypothesis II, there is a positive correlation between the number of learning experiences provided by the supervising teachers for achieving the

student teaching objectives and the supervising teachers': (1) type of home economics program; (2) grade level currently teaching; (3) undergraduate degree-granting institution, Michigan State University or other; (4) amount of graduate course work; (5) completion of a course in supervision of student teaching; (6) total number of student teachers supervised; and (7) total number of years taught.

To examine the relationship between the variables, a correlation matrix was obtained using the Pearson Product Moment correlation formula. Table 4.2 presents the means and correlation values for the characteristics of the supervising teachers and total number of learning experiences the supervising teacher provided for the student teachers. The level at which the correlation is significant is reported. For a correlation to be significant at the .05 level with 30 degrees of freedom, the r value must be greater than .349.

An investigation of Table 4.2 reveals that there is no significant correlation at the .05 level for five of the seven variables. Therefore, in this study there was no significant relationship between the total number of learning experiences provided the student teacher and: (1) the type of home economics program (vocational or non-vocational) of the supervising teacher; (2) the particular grade level that the supervising teacher was teaching; (3) the supervising teacher's amount of graduate course work; (4) the total number of student teachers supervised

TABLE 4.2.--Correlation between the total number of learning experiences provided by home economics supervising teachers and selected characteristics of the supervising teacher.

Characteristic of Supervising Teacher (N=32)	Mean Number of Learning Experiences Provided by Supervising Teachers (Maximum Experiences = 18)	Mean Score for the Characteristic	"r" Value	Significance Level
A. Type of supervising teachers' home economics program		1.750	0.058	NS ^a
1. Vocational	10.58			
2. Non-Vocational	10.26			
3. Both	11.50			
B. Grade level supervising teacher is teaching		1.812	.334	NS
1. 7-9 grades	9.73			
2. 9-12 grades	10.43			
3. 7-12 grades	12.40			
C. Undergraduate degree granting institution		.313	.427	.05
0. Other than Michigan State University	9.77			
1. Michigan State University	12.20			
D. Amount of graduate coursework		4.125	.156	NS
1. 0 term credits	9.50			
2. 1-6	10.00			
3. 7-15	11.20			
4. 16-30	10.22			
5. 31-45	9.67			
6. 46 or more	12.60			
E. Completion of a course in supervision of student teaching		.406	.389	.05
0. No	9.68			
1. Yes	10.77			
F. Total number of student teachers supervised		1.656	.135	NS
1. 1-2 student teachers	10.18			
2. 3-5	10.88			
3. 6 or more	11.00			
G. Total number of years supervising teacher taught home economics		3.688	-.082	NS
1. 1 year	8.00			
2. 2	13.00			
3. 3-5	12.00			
4. 6 or more	10.24			

^aNot Significant

by the supervising teacher; and (5) the total number of years the supervising teacher taught secondary home economics.

Two variables correlated significantly with the number of learning experiences provided the home economics student teacher and these were as follows:

1. There is a positive correlation (.427) at the .05 level of significance between the supervising teacher's graduating institution and the total number of learning experiences provided the home economics student teacher. The Michigan State University graduate in home economics education significantly provided for more learning experiences related to the eighteen objectives than did those graduates from universities other than Michigan State University.
2. There is a positive correlation (.389) at the .05 level of significance, between the supervising teacher having completed a course in supervision of student teaching and the total number of learning experiences provided the student teacher. Those who completed such a course provided more experiences relative to the eighteen objectives than those who did not.

Hypothesis II, as stated, must be rejected for each of five variables, but must be accepted for the two

remaining variables. The significant positive correlations are between the number of learning experiences provided by the supervising teacher and whether or not she graduated from Michigan State University or completed a course in supervision of student teaching. Those who did graduate from Michigan State University and those who completed a course in supervision of student teaching provided more learning experiences related to the student teachers' achievement of the objectives.

Hypothesis III

Hypothesis III states there is a positive correlation, at the .05 level of significance, between the student teacher's self-ratings of achievement of the objectives and the number of years the student teacher participated as a: (1) student in secondary home economics classes, (2) Future Homemakers of America (FHA) club member, and (3) 4-H club member. Table 4.3 presents the means, correlation values, and significance level when using the correlation formula to test the hypothesis. With 29 degrees of freedom, the correlation value must exceed .355 to be significant at the .05 level.

In studying Table 4.3, it must be concluded that there are no significant relationships between the student teachers' self-rating of objective achievement and the student teachers': (1) number of years in secondary

TABLE 4.3.--Correlation between self-ratings of the home economics student teachers on objective achievement and selected background experiences of the student teacher.

Student Teachers' Background Experiences (N=30)	Mean Score for Background Experience	"r" Value	Significance Level
A. Years in second- ary home economics class (0-6 years)	2.033	-.108	NS ^a
B. Years as a member of FHA (0-3 or more)	.433	-.102	NS
C. Years as a member of 4-H (0-3 or more)	.867	.121	NS

^aNot Significant.

home economics classes, (2) number of years in Future Homemakers of America, and (3) number of years in 4-H. The hypothesis, as stated, must be rejected.

Hypothesis IV

Hypothesis IV examines the relationship between the supervising teacher's rating of the student teacher's level of objective achievement with the number of years the student teacher participated as a: (1) student in secondary home economics classes, (2) Future Homemakers of America (FHA) club member, and (3) 4-H club member. Table 4.4 shows the means, correlation values, and significance level, when correlating the three independent

TABLE 4.4.--Correlation between supervising teachers' rating of the home economics student teacher and selected background experiences of the student teachers.

Student Teachers' Background Experiences (N=30)	Mean Score for Background Experience	"r" Value	Significance Level
A. Years in Second- ary home economics class (0-6 years)	2.033	-.301	NS ^a
B. Years as a member of FHA (0-3 or more years)	.433	-.046	NS
C. Years as a member of 4-H (0-3 or more years)	.867	-.206	NS

^aNot significant.

variables with the supervising teachers' ratings of the student teachers' achievement of the objectives. For the correlation value to be significant at the .05 level, it must exceed .355 at 29 degrees of freedom.

According to Table 4.4, there are no significant correlations between how the supervising teacher rates the student teacher and the student teacher's years of background experiences in: (1) high school home economics, (2) high school Future Homemakers of America (FHA), or (3) 4-H. Thus, Hypothesis IV must be rejected.

Hypothesis V

Hypothesis V states there is a positive correlation at the .05 level of significance between the provision for learning experiences related to achieving the unique home economics student teaching objectives and the University Coordinators': (1) highest degree earned, (2) years of experience as a coordinator, (3) total number of Home Economics Student Teachers supervised, and (4) the total number of Home Economics Supervising Teachers directed. Table 4.5 summarizes the means, correlation scores, and significance level when correlating the background experiences of the University Coordinator with the number of learning experiences provided by the Coordinator for the student teachers' achievement of the objectives. If the correlation is significant, the "r" value will exceed .388 for a .05 significance level at 24 degrees of freedom.

An examination of Table 4.5 shows that there are no significant correlations for each of three variables. There is no significant relationship between the number of learning experiences provided by the coordinators and the coordinators' number of degrees earned, years of experience as a coordinator, and the total number of student teachers supervised. However, the data reveal that the more supervising teachers the coordinator worked with, the more learning experiences he provided related to the home economics student teaching objectives.

TABLE 4.5.--Correlation between university coordinators total number of learning experiences provided and selected background characteristics of the university coordinator.

Characteristic of the University Coordinator (N=25)	Mean Number of Learning Experiences Provided (Maximum Experiences = 18)	Mean Score for the Characteristic	"r" Value	Significance Level
A. Highest degree earned		2.32	.245	NS ^a
1. Bachelors	4.00			
2. Masters	8.62			
3. Doctorate	8.40			
B. Years of experience as a coordinator		5.200	.334	NS
1. One-two	8.20			
2. Three-five	7.38			
3. Six-ten	7.25			
4. Eleven or more	11.33			
C. Total number of home economics student teachers supervised		2.640	-.007	NS
0. None	12.00			
1. One-two	3.00			
2. Three-five	8.88			
3. Six-ten	8.75			
4. Eleven or more	7.50			
D. Total number of home economics supervising teachers directed		2.400	.456	.05
1. One-two	3.00			
2. Three-five	7.54			
3. Six or more	9.36			

^aNot Significant

The correlation of .456 is significant at the .02 level of significance.

Hypothesis VI

The last hypothesis, Hypothesis VI, examines the relationship between the number of learning experiences provided by the Home Economics Supervising Teachers and University Coordinators and the Home Economics Student Teachers' self-rating of objective achievement. The hypothesis stated that the more learning experiences provided related to the objectives, the higher the student teacher will rate herself on the achievement of the objectives. A positive correlation also exists when few experiences are provided and the student teacher rates herself significantly lower on objective achievement. A correlation formula was used and the paired responses of each coordinator, supervising teacher, and student teacher were examined. Table 4.6 presents the mean scores and correlation values when correlating the Home Economics Supervising Teachers' and University Coordinators' mean number of learning experiences provided for achievement of the objectives and the student teachers' self-ratings of objective achievement. A significant correlation value exceeds .355 to be significant at the 95 per cent confidence interval with 29 degrees of freedom and .433 for 19 degrees of freedom.

TABLE 4.6.--Mean scores and correlation values when correlating the home economics supervising teachers' and university coordinators' total number of learning experiences provided for achievement of student teaching objectives, and home economics student teachers' self-ratings of achievement of the objectives.

Student Teaching Objectives ^a	Student Teachers' Mean Self Rating Score on Objective Achievement (N=30)	Mean No. of Times a Learning Experience was Provided for Objective Achievement ^b		Correlation Between No. of Times Learning Experiences Were Provided and Self-Rating of Student Teachers	
		University Coordinator (N=20)	Supervising Teacher (N=30)	University Coordinator	Supervising Teacher
A	0.767	0.300	0.333	-0.086	-0.062
B	1.733	1.000	.967	.000	.347
C	1.700	.600	.867	.162	.176
D	1.700	.533	.967	-.080	-.055 ^c
E	.700	.533	.500	.193	.377 ^c
F	1.033	.233	.433	-.096	.104
G	.133	.000	.067	.000	.230
H	1.367	.900	.933	.117	.093 ^d
I	.200	.200	.067	.230	.941 ^d
J	1.633	.867	.900	.139	.298
K	.700	.133	.567	.023	.320
L	2.033	.367	.933	-.407	-.137
M	2.300	.833	.800	-.076	.114 ^c
N	.033	.300	.067	.284	.695 ^c
O	.900	.467	.567	-.238	.113
P	1.533	.067	.767	.126	-.021
Q	.033	.267	.067	.308	-.050
R	1.200	1.000	.567	.000	.247

^aThe complete description of Objectives A through R is located in Table 2.1.

^bCoding of instrument for analysis purposes was as follows: 0 = No experience provided, 1 = One or more experiences provided.

^cSignificant at the .05 level of confidence.

^dSignificant at the .01 level of confidence.

Upon examination of Table 4.6, it can be observed that there is no significant correlation between the provision for learning experiences and how the student teacher rated herself on the achievement of the objectives, except in the case of three objectives. The objectives for which there was a positive relationship between the provision for learning experiences by the supervising teacher and a higher self-rating of objective achievement by the student teachers were for Objectives E, I, and N. The value of r was .377, .941, and .695, respectively.

The descriptions of Objective E, I, and N are as follows:

Objective E: Interprets the department's program to the community through home visits, experiences with parents, talks in the community, exhibits in downtown area.

Objective I: Interprets the observations of one or more home visits.

Objective N: Assumes some of the responsibility of an FHA chapter adviser.

For Objective E, fifteen of the thirty supervising teachers provided at least one learning experience to achieve the objective, while twelve student teachers indicated they received a learning experience to achieve the objective. At the .05 level of significance, the supervising

teacher's provision for learning experiences for the student teacher did correlate positively with an increased student teacher self-rating for objective achievement.

For Objective I, only two supervising teachers provided a learning experience related to the objective, and only three student teachers indicated they received an experience and achieved the objective to some degree. Thus, at the .01 significance level there is a positive correlation between the provision for achieving the objective and the self-rating for achievement of the objective.

A similar relationship existed for Objective N, whereby two supervising teachers provided a learning experience and only one student teacher indicated a limited degree of achievement of the objective. Limited provision for achievement of the objective correlated significantly with the student teacher's rating of achievement of the objective.

Thus, Hypothesis VI must be rejected for each of the objectives except for Objectives E, I, and N. As the objectives were measured in this study, the provision for learning experiences does not assure the student teachers' achievement of the objectives.

Research Questions

Three questions were explored to examine problems and recommended future directions in home economics student teaching. Each question was explored through the survey instrument presented to the University Coordinators, Home Economics Supervising Teachers, and Home Economics Student Teachers, as shown in Part IV of the instruments in Appendices E and F, and Part III of Appendix G. Most of these questions were open-ended, and therefore the potential answers were numerous and needed to be categorized for summarization.

The three questions for exploration in this research study were as follows:

1. Which Unique Home Economics Student Teaching Objectives do University Coordinators and Home Economics Supervising Teachers consider to be of highest priority for student teaching?
2. What learning experiences are provided for contributing toward the student teacher's achievement of the Unique Home Economics Student Teaching Objectives?
3. What are the recommendations of the University Coordinators, Home Economics Supervising Teachers, and Home Economics Student Teachers for the continued development of quality student teaching experiences in home economics at Michigan State University?

Question 1: Priority for the
Unique Home Economics Student
Teaching Objectives

The first research question attempts to obtain a priority assignment for each of the student teaching objectives in this study. Assuming that all the objectives can not be equally achieved due to time and other resources, a priority rating could be assigned. Those objectives with the highest priority of student teaching could therefore be given more careful attention and time than those with lesser importance.

Each University Coordinator and Supervising Teacher was asked to rate each objective in Part II of the survey instrument using the following scale:

- 1 = High priority for student teaching,
- 2 = Medium priority for student teaching,
- 3 = Low priority for student teaching.

Table 4.7 shows the average priority rating assigned to each objective by the University Coordinators and Home Economics Supervising Teachers. The objectives were then ranked in the table from high priority to lowest priority as indicated by the average rating obtained from both groups.

Table 4.7 shows that Home Economics Supervising Teachers and University Coordinators are in general agreement about the priority of objectives between the dotted lines. That is, both groups agree that Objectives H, M, C, B, and D should be in the top five ranking positions,

TABLE 4.7.--University coordinators' and home economics supervising teachers' average priority rating (high to low) of the Unique Home Economics Student Teaching Objectives.

University Coordinators (N=24)			Home Economics Supervising Teachers (N=32)		
Objectives ^a	Average Priority Rating ^b	Rank	Objectives ^a	Average Priority Rating ^b	Rank
H	1.120	1	D	1.093	1
M	1.120	1	M	1.125	2
C	1.160	2	H	1.125	2
B	1.200	3	B	1.187	3
D	1.240	4	C	1.281	4
R	1.320	5	L	1.312	5
J	1.360	6	R	1.468	6
L	1.520	7	P	1.562	7
F	1.520	7	J	1.593	8
P	1.550	8	K	1.656	9
K	1.600	9	F	1.812	10
G	1.840	10	E	2.156	11
Q	1.840	10	O	2.218	12
I	1.880	11	I	2.375	13
N	1.880	11	G	2.375	13
E	1.920	12	N	2.406	14
O	1.920	12	Q	2.406	14
A	2.280	13	A	2.434	15

^aThe description of Objectives A through R are located in Table 2.1.

^bRating of 1.0 = high priority, 2.0 = medium priority, and 3.0 = low priority.

that Objectives R, J, L, F, P, and K should be in the next six ranking positions, and that Objectives G, Q, I, N, E, O, and A should be ranked in the remaining seven positions. There are, however, differences as to the ordering within these three groupings.

The high priority objectives, according to the University Coordinators and Home Economics Supervising Teachers, are:

Objective H: Plans and carries out thought-provoking problem-solving activities related to the realistic concerns the pupils have for family life.

Objective M: Verbally identifies significant needs, interests, personal and home problems of pupils and relates to the unit taught.

Objective C: Integrates into teaching plans and activities knowledge from relevant disciplines and fields as it focuses on family life.

Objective B: Plans and provides learning experiences based on knowledge of the representative types of families in the community.

Objective D: Approaches a lesson visualizing the relationship of topics to the meaning and quality of family life.

Each of the five objectives identified above were also found to be of high priority according to an earlier study by Richardson using a national selected group of home economics teacher educators as the sample.¹ The high priority objectives generally focus on the teacher understanding the families and pupils she is teaching and relating this knowledge to classroom activities. Table 2.1 may be examined for cross-reference of findings.

The objectives with lowest priority, on the other hand, center on activities related to Future Homemakers of America, home visitations, working with agencies related to the family, and community interpretations of the home economics program. Specifically, the objectives with lowest priority for student teaching are as follows:

Objective G: Evaluates FHA experiences in a local situation.

Objective Q: Assists with the planning of activities for a Future Homemakers of America organization.

Objective I: Interprets the observation of one or more home visits.

Objective N: Assumes some of the responsibility of an FHA chapter adviser.

¹Richardson, "An Investigation of Unique Home Economics Student Teaching Objectives," p. 57.

Objective E: Interprets the department's program to the community through home visits, experiences with parents, talks in community, exhibits in downtown area.

Objective O: Contacts and/or works with county home economists and agencies related to families when feasible.

Objective A: Visits a school lunch program to analyze its relationships to the department.

These findings are also in general agreement with the opinions of the selected group of home economics teacher educators as reported by Richardson.² Each of the above objectives assigned the lowest priority rating by Michigan State University Coordinators and Home Economics Supervising Teachers was also given medium- to low-priority rating by a national group of selected home economics teacher educators.

Question 2: Learning Experiences
for Achieving the Unique Home
Economics Student Teaching
Objectives

Question 2 of the research questions asks: "What learning experiences are provided for contributing toward the student teacher's achievement of the Unique Home

²Ibid.

Economics Student Teaching Objectives?" To explore this question, each participant in the study was asked to identify a specific learning experience provided during student teaching that was related to achieving each objective. If there was no learning experience, then the respondent indicated that no learning experience was provided.

A comparison of responses of each of the three sampled groups, the University Coordinators, the Home Economics Supervising Teachers, and the Home Economics Student Teachers, is presented in Appendix H. The types of learning experiences they identified related to the achievement of each of the eighteen student teaching objectives are also listed in Appendix H. Comments that are similar among the three groups are placed parallel with each other.

Many different experiences were identified for achieving each of the objectives. However, one notable fact is that student teachers did not identify experiences as being provided for them. The experiences appear to be just there in the classroom of which they are to take advantage. When supervising teachers were asked for an experience they provided, the usual answer related to what the student teacher did. Little mention was made about what the supervising teacher provided for the student teacher. The experiences either occurred or did not, but few were consciously planned.

The learning experiences which have been identified to achieve the objectives may or may not, in fact, have helped the student teacher achieve them. In many instances, a learning experience may be identified by the coordinator and supervising teacher, but may not be equally identified by the student teacher herself. The experiences identified by the student teacher most frequently relate to what she did in the classroom with her pupils. Seldom does she mention activities that the coordinator or supervising teacher arranged for her. The supervising teacher also mentioned what the student teacher did in the classroom and in fewer instances mentions a purposely planned experience for the student teacher.

A summarization was made of Appendix H to describe the number and percentage of times no learning experience was provided for the student teachers. Table 4.8 lists each of the objectives and identifies those which were least provided for during winter term, 1969. The number of subjects in each group is indicated along with the number and percentage of the groups who indicated no learning experience was provided related to achieving the objective.

The objectives which were not provided for by either the University Coordinators or Home Economics Supervising Teachers for 50 per cent or more of the student teachers are Objectives A, E, F, G, I, K, N, and Q. Eighty per cent or more of coordinators or supervising

TABLE 4.8.--Number and percentage of university coordinators, home economics supervising teachers, and home economics student teachers who did not identify a learning experience related to achieving Unique Home Economics Student Teaching Objectives.

Unique Home Economics Student Teaching Objectives ^a	Percentage of Sample Who Indicated No Learning Experience Was Provided (Coordinators and Supervising Teachers) or Received (Student Teachers)					
	University Coordinators (N=20)		Home Economics Supervising Teachers (N=30)		Home Economics Student Teachers (N=30)	
	No.	%	No.	%	No.	%
A	16	80.0	20	66.6	13	43.3
B	1	5.0	1	3.3	5	16.7
C	9	45.0	4	13.3	5	16.7
D	9	45.0	1	3.3	5	16.7
E	12	60.0	15	50.0	18	60.0
F	15	75.0	17	56.6	14	46.7
G	20	100.0	28	93.4	27	90.0
H	3	15.0	2	6.7	8	26.7
I	16	80.0	28	93.4	27	90.0
J	4	20.0	3	10.0	7	23.3
K	18	90.0	13	43.3	16	53.3
L	14	70.0	2	6.7	3	10.0
M	3	15.0	6	20.0	0	0.0
N	13	65.0	28	93.4	29	96.7
O	12	60.0	13	43.3	15	50.0
P	18	90.0	7	23.3	6	6.7
Q	15	75.0	28	93.4	29	96.7
R	4	20.0	13	43.3	10	33.3

^aThe descriptions of Objectives A through R are located in Table 2.1.

teachers provided no learning experiences related to Objectives G, or I, and 90 per cent or more of the student teachers indicated they had no learning experiences related to achieving Objectives G, I, N, and Q.

However, in referring to Table 4.8, it becomes apparent that the student teaching objectives least provided for and least achieved are those which were given an average to low priority rating for student teaching (see Table 4.7). The high priority objectives were provided for under the generalist coordinated program of student teaching, by at least 80 per cent or more of either the coordinator group or the supervising teacher group. Approximately 73 per cent of the student teachers indicated the high priority objectives were achieved with some degree of success during the student teaching period. Therefore, it is the objectives with the average to low priority rating that were least well provided for in home economics student teaching, during winter term, 1969.

Question 3: Recommended Directions in Home Economics Student Teaching

The third question raised in this research study was, "What are the recommendations of the University Coordinators, Home Economics Supervising Teachers, and Home Economics Student Teachers for the continued development of quality student teaching experiences in home economics at Michigan State University? An attempt was made to arrive at the respondent's recommendations for

the future of home economics student teaching through a series of open-ended questions. The open-ended questions were designed to encourage the participants in the study to begin thinking about an evaluation of the program and to relate personal ideas.

The questions were paired in the three forms of the instrument where commonalities existed and the tables which follow pair the responses for cross-reference analyses.

Table 4.9 summarizes the overall goals the University Coordinators, Home Economics Supervising Teachers, and Home Economics Student Teachers have for student teaching. This was the first question asked in the first part of the open-ended questions. The responses made by 10 per cent or more of any one of the three groups surveyed are summarized in Table 4.9. Appendix I.1 presents the total responses of all participants. Table 4.9 indicates there are some commonalities in beliefs concerning what it is a student teacher should learn about while student teaching. The most frequently mentioned response was that in student teaching one learns to know pupils; a student teacher learns to understand pupils' needs and relates what a teacher does and teaches to the individuals in the classroom. The first two responses in Table 4.9 portray this idea.

Student teachers more frequently reported that student teaching is a time to see if one really wants to be a teacher. Eight student teachers indicated this as

TABLE 4.9.--Responses to "What a student teacher should learn about most while student teaching" as indicated by university coordinators, home economics supervising teachers, and home economics student teachers.

Outcomes for Student Teaching	University Coordinators (N=25)	Home Economics Supervising Teachers (N=32)	Home Economics Student Teachers (N=30)
	Number Indicating	Number Indicating	Number Indicating
1. To understand pupils' needs and relate to planning	5	8	0
2. To know how to handle pupils, work with pupils, and relate to them	7	9	15
3. To be able to take over own class and get the feeling of being a teacher	4	4	6
4. To establish a balance between personal concerns for pupils and needed necessary skills	0	3	0
5. To be able to plan a unit at various levels of learning	2	3	1
6. To learn to challenge (motivate) pupils to think	4	3	3
9. To develop confidence in own ability as a teacher	1	2	3
14. To be able to try out ideas learned in methods classes	0	0	4
15. To learn what secondary home economics is all about, if I like it, how is it taught, and where I would like to teach	4	0	8
20. To learn strengths and weaknesses as a teacher	5	0	0
21. To learn the techniques for planning and organizing, and implementing teaching	4	0	0

an objective for student teaching, while four coordinators reported the same idea. But none of the supervising teachers identified this outcome for student teaching.

Five college coordinators reported an evaluative type of outcome when they indicated student teaching is a time to learn personal strengths and weaknesses. Other coordinator responses were: a student teacher needs to "learn to teach themselves to be teachers" and to learn to "know themselves."

The second open-ended question directed each University Coordinator, Home Economics Supervising Teacher, and Home Economics Student Teacher to identify the particular strengths and weaknesses of student teachers at Michigan State University in their preparation for student teaching. This question was trying to determine if pre-student teaching experiences were adequately helping the student when it came time for student teaching. The strengths and weaknesses of the student teachers when they arrive for student teaching were identified by the three groups and are summarized in Table 4.10. When 10 per cent or more of any one group identified a strength or weakness it was included in Table 4.11. Appendix I.2 presents the total list of responses of each participant.

Table 4.10 indicates that all three groups, the University Coordinators, the Home Economics Supervising Teachers, and the Home Economics Student Teachers, identified a major strength of the beginning home economics

TABLE 4.10.--Responses to: "What are the strengths and weaknesses of the Michigan State University's home economics student teachers when they arrive for student teaching?" as indicated by university coordinators, home economics supervising teachers, and home economics student teachers summarized.

Student Teacher Strengths and Weaknesses	University Coordinators (N=25)	Home Economics Supervising Teachers (N=32)	Home Economics Student Teachers (N=30)
	Number Indicating	Number Indicating	Number Indicating
<u>Strengths</u>			
1. Good general knowledge of home economics subject matter, consumer education, family living, child development, home management	9	12	10
2. Good understanding of family life	6	0	0
3. Good organization of ideas, lesson planning, and methods	7	11	8
4. Works well with students; empathy, rapport, patience	1	3	0
6. Eager to become involved and learn	2	3	6
7. Cooperative	2	1	4
9. Confident, self-assured	1	3	0
12. Tolerance for ideas of others	0	0	4
13. Understanding of teenagers	2	0	9
<u>Weaknesses</u>			
1. Not prepared for teaching skills, particularly foods and clothing	15	19	4
2. Information on subject matter is limited	4	4	0
3. Need more previous classroom experience	1	3	1
4. Lack of understanding of character of student; vocabulary, discipline, black students	2	7	0
5. Lack of understanding of role of student teacher in the classroom; in dress	0	4	2
7. Need more lesson planning experience	2	4	3
9. Insecure, lack of confidence in teaching	1	1	18
12. Discipline problems	2		7

student teacher to be her competency in subject matter, particularly consumer education, family life, child development, and home management. A second major strength was attributed to the student teacher's competence in organization of ideas, lesson planning, and general understanding of methods. Two coordinators indicated they frequently have home economics student teachers help other student teachers with their daily lesson planning.

Nine student teachers felt their strength was in their understanding the problems and concerns of teenagers and being able to relate with them. Other strengths of the home economics student teachers were identified by the three groups as resourceful, eager, cooperative, hard-working, and self-assured.

The major weakness expressed by nearly two-thirds of the supervising teachers and the coordinators was the student teachers' lack of preparation in foods and clothing skills. Following this idea is the belief that student teachers are highly trained in family life but have limited knowledge in other areas of home economics. The supervising teachers indicated the secondary programs are teaching skills in the majority of instances and student teachers must learn these skills either before or during student teaching.

The major weakness as seen by the student teacher herself is her apparent insecurity and lack of confidence in her ability to teach. Another more frequently mentioned

weakness indicated by the student teachers was the inability to control classroom discipline problems.

The most apparent weakness, however, that was expressed by supervisory staff, but not by the student teachers, was the student teacher's need for more training in the skills associated with teaching home economics.

Question 3 of the open-ended questions was designed to provide a follow-up with Question 2. The University Coordinators, Home Economics Supervising Teachers, and Home Economics Student Teachers were asked to make specific recommendations regarding the additional student teaching preparational needs of Home Economics Student Teachers. Table 4.11 summarizes the responses made by 10 per cent or more of any one group who identified additional needs for the adequate preparation of teachers. Appendix I.3 describes the complete list of responses.

In accordance with the identified major weakness in Table 4.10, Table 4.11 shows that home economics education majors ought to have more training in the basic courses related to the skills of home economics. A recommended additional subject matter need was more broad basic courses which relate to the secondary home economics curriculum. Forty per cent of the coordinators thought that education students should have more experiences with youth and actual teaching prior to student teaching.

TABLE 4.11.--Recommendations regarding additional preparational needs of home economics student teachers prior to student teaching as indicated by university coordinators, home economics supervising teachers, and home economics student teachers.

Additional Preparation Needed by Student Teacher Prior to Student Teaching	University Coordinators (N=25)	Home Economics Supervising Teachers (N=32)	Home Economics Student Teachers (N=30)
	Number Indicating	Number Indicating	Number Indication
1. More basic courses in skills, particularly foods and clothing	12	15	8
2. Broad basic courses in subject matter--family life, housing	2	4	6
3. More curriculum planning and evaluating	1	6	0
4. More observation of classroom situations or participation in youth groups	10	5	3
6. Learn how to control classes	1	2	3
9. Develop knowledge of community and school where student teaching	1	1	6
15. Know more about black students	0	0	3

Other open-ended questions related to the amount and adequacy of supervisory help obtained from the University Coordinators and Home Economics Supervising Teachers. One question asked, "How frequently did you come in personal or group contact with the University Coordinator?"

The frequency of personal contact with the University Coordinator, according to the supervising teachers, ranged from a once or twice contact, to the coordinator being present daily in the building. Ten supervising teachers indicated a once or twice contact, while five indicated ten or more contacts. The remaining fifteen had from three to nine contacts during the term.

Three student teachers said they had less than three contacts with the University Coordinator and sixteen said they were in contact ten or more times, while the remaining eleven had from four to nine contacts.

The coordinators were also asked the number of contacts made with each of the other two groups. They indicated a range of three group seminars to ten group seminars for student teachers, and two group seminars to eight group seminars for supervising teachers. The individual contacts ranged from three to ten times for both groups.

The important question, however, was whether or not the supervising teachers and student teachers considered this an adequate amount of time and help.

Table 4.12 shows the number of Home Economics Supervising Teachers and Home Economics Student Teachers who indicated the amount of contact time spent by the University Coordinators as adequate or inadequate. This table was summarized from the responses to the question, "Was this the 'right' amount of time considering your own personal student teaching situation?"

TABLE 4.12.--Adequacy of the amount of time spent by the university coordinator with the student teachers and the supervising teachers as indicated by home economics supervising teachers and home economics student teachers.

Adequacy of Amount of Contact Time Spent by University Coordinator in Student Teaching Situation	Home Economics Supervising Teachers (N=32)		Home Economics Student Teachers (N=30)	
	No.	%	No.	%
1. Adequate	24	75.0	23	76.7
2. Inadequate	8	25.0	7	23.3

Table 4.12 shows that 75 per cent or more of both groups considered the amount of contact time spent by the University Coordinator with the two groups as adequate.

The supervising teachers who indicated that the amount of time spent by the coordinator was adequate also indicated that the coordinator was helpful. However, if there were problems, they indicated more visits would be needed. Those who indicated inadequate help also thought the student teacher should have been observed more times,

and that problems arose with the student teacher that should have been cleared. Some supervising teachers were uncertain of the role of the coordinator and wanted more material on student teaching. First-time supervising teachers felt most insecure in their responsibilities and wanted more help and assistance.

The student teachers responded with an adequate answer for various reasons, from "I didn't want him around," to "I had no major problems, and knew I could contact him if needed." Most student teachers thought the coordinator was helpful in evaluating teaching. The inadequate responses were given when the student teacher wanted more feedback from the coordinator or when learnings from the coordinator were duplications of other education classes.

On the University Coordinator's instrument, the question was raised as to what was the ideal amount of time a coordinator should spend with supervising teachers and student teachers. Fourteen coordinators, or 56 per cent, thought the amount of time they were currently spending with each of the groups was ideal; while nine, or 36 per cent, thought the ideal amount of time should be more than they were now spending. Ideal time suggestions for working with student teachers ranged from one full day a week, several hours weekly, longer observations per visit, to having an office in the building.

Two coordinators said the amount of time depends on the specific needs of the student teachers.

Two questions unique to the student teacher's instrument were: "How frequently did you and your supervising teacher confer about student teaching matters and class planning?" and "Was this enough time considering your personal needs and concerns?" The range of supervising teacher-student teacher conference time was from five minutes one day to one to three hours daily. Fifteen student teachers (50%) indicated conference time of one to three hours daily, six (20%) indicated ten minutes to thirty minutes daily, seven (23.3%) said one hour to three hours weekly, and two (6.7%) reported very infrequently.

Twenty-three Home Economics Student Teachers (76.7%) reported this was enough time spent with the supervising teacher, while the other seven (23.3%) said it was not enough time.

The student teachers who indicated a problem of too little time spent with the supervising teacher also indicated a need for more feedback and help, or the need for better communication between supervising teacher and student teacher. One student teacher reported "my supervising teacher talked too much and listened too little."

For those student teachers who answered, yes, there was enough time with the supervising teachers, said the supervising teacher was helpful and offered suggestions.

When adequate help was attained, the supervising and student teacher were usually on a friendly, informal, and cooperative adventure.

The next two questions on the instruments related to whether the student teacher expressed an interest in visiting or contacting the college home economics methods teacher or the university academic adviser during student teaching. These questions were asked to determine the student teachers' interests in carrying over campus activities into student teaching.

Table 4.13 shows the number of Home Economics Supervising Teachers and Home Economics Student Teachers who indicated that the student teacher wanted to visit with the college home economics methods teacher (or other college home economics education staff) during student teaching.

Review of Table 4.13 reveals that half of the student teachers indicated they did want to visit with the college home economics methods teacher, while only 18 per cent of the supervising teachers indicated they knew of their student teacher's interest in a desired visit.

When no visits from methods teachers were needed, the student teachers indicated that there were no problems in student teaching, or they could get adequate help in the center from the supervising teacher, other home economics teachers, or the coordinator. Those student teachers who did express a need to visit with the methods

TABLE 4.13.--Student teacher's indication of wanting to visit with the college home economics methods teacher (or other college home economics education staff) during student teaching.

Indication of a Desire by Student Teacher to be Visited by Someone in Home Economics Education	Home Economics Supervising Teachers (N=32)		Home Economics Student Teachers (N=30)	
	No.	%	No.	%
Yes, Wanted a Visit	6	18.8	15	50.0
No, Did not Want a Visit	26	81.2	15	50.0

teacher did so for the following reasons: (1) to share experiences and ask questions I could not ask my supervising teacher; (2) to get more materials, resources, and creative ideas; (3) to discuss problems in a specific way; and (4) to give suggestions to education teachers concerning innercity classes and the differences between education courses and what actually happens in home economics classrooms.

Table 4.14 indicates the interest expressed by the student teacher to visit with the university academic adviser during student teaching. The student teacher was asked if she wanted to visit her academic adviser during student teaching. The supervising teacher was asked if her student teacher indicated an interest in visiting with her academic adviser.

Table 4.14 indicates that over 63 per cent of both groups indicated a visit with the university academic

TABLE 4.14.--Student teacher's indication of wanting to visit with the university academic adviser during student teaching.

Indication of a Desire by Student Teacher to Visit with University Academic Adviser During Student Teaching	Home Economics Supervising Teachers (N=32)		Home Economics Student Teachers (N=30)	
	No.	%	No.	%
Yes, Wanted to Visit Academic Adviser	10	31.3	11	36.7
No, Did Not Want to Visit Academic Adviser	22	68.7	19	63.3

adviser was not needed during student teaching. For those who answered yes to this question, the reasons were mostly related to course scheduling, graduation and graduate school. Only four student teachers indicated they wanted to discuss student teaching problems with their adviser.

The next two questions on the survey were directed only to University Coordinators and Home Economics Supervising Teachers, and dealt with the needed communication relationships that should be established among these two groups and the teacher education staff in home economics. Due to the staff resources in home economics education and the particular organizational patterns of the student teaching program at Michigan State University, there are no regular university staff assigned in home economics education at the present time to the activities of student teaching in home economics.

Therefore, the first part of the survey question asked whether a need existed for greater communication contacts with home economics education than at present, and the second part related to a description of the kinds and types of needed contacts. These questions summarize the opinions of the student teaching coordinators and supervising teachers on what are the potential contributions of home economics education in student teaching.

Table 4.15 shows the number and percentage of University Coordinators and Home Economics Supervising Teachers who indicated the need for greater communication contacts with the home economics education staff than are presently being offered. When studying Table 4.15, it becomes very apparent that most coordinators (96%) and supervising teachers (81.2%) indicated the need for more contact with teacher educators in home economics than presently exists. One coordinator said present contacts were satisfactory since home economics education was housed in the College of Education, while six supervising teachers thought no more was needed since they were taking or had taken university classes recently or they felt free to call if help was needed. The subjects who responded yes, however, did so because they identified a particular role the subject matter educator could play in student teaching.

TABLE 4.15.--Indication of a need for greater communication contacts with home economics education staff as identified by university coordinators and home economics supervising teachers.

Indication of Need for Contacts with Home Economics Education Staff	University Coordinators (N=25)		Home Economics Supervising Teachers (N=32)	
	No.	%	No.	%
More Contacts Needed than Presently Provided	24	96.0	26	81.2
No More Contacts Needed than Presently Provided	1	4.0	6	18.8

The particular contributory roles identified by the University Coordinator and Home Economics Supervising Teachers have been summarized into one table. Table 4.16 lists the major recommended contributions that home economics education could make to home economics student teaching. When 10 per cent or more of either the University Coordinators or Home Economics Supervising Teachers identified a particular contribution, it was listed in Table 4.16. A complete list of responses is given in Appendix I.4.

Table 4.16 illustrates the major kinds of contributions to be made to student teaching by the staff in home economics education. Nearly one-third of the supervising teachers wanted home economics education to provide written material related to student teaching for purposes of explaining the objectives for student teaching,

TABLE 4.16.--Recommended contributions which should be provided by home economics education staff to student teaching in home economics as indicated by university coordinators and home economics supervising teachers.

Contribution of Home Economics Education Staff to Student Teaching in Home Economics	Number of University Coordinators (N=25)	Number of Home Economics Supervising Teachers (N=32)
1. Develop a publication of problems common to student teaching and what to teach, objectives, provide bulletins or check-list relative to student teaching	7	11
2. Give student teachers more practical application (less theory) prior to student teaching, e.g., visiting in local high schools, developing skills and techniques in subject matter, in teaching, learn about community in which they will student teach	1	10
3. Update supervising teachers in subject matter content, new trends, and resources	1	8
4. Hold a workshop or conference for Home Economics Supervising Teachers (particularly new ones), Student Teachers, and Coordinators	6	8
5. Give the student teacher good background in methods and materials to relate to various levels of high school students, e.g., visual aids and unit plans, discipline and teaching subject matter, completing vocational records.	3	8
6. College personnel need to realize what is going on in schools, what high school students are like, what kinds of homes they come from, what pupils need to learn	2	6
7. Contact supervising teachers when needed and generally be available as consultants	3	5
8. Provide more cooperation with coordinators, attend coordinator's conferences, provide feedback about student teaching, jointly select supervising teachers, discuss objectives	11	0
9. Visit supervising teacher and student teacher during student teaching	5	5
10. Provide information about what student teacher does before and after student teaching	0	5
11. Provide supervising teachers the opportunity to visit subject matter classes at the university	0	3
12. Explain what should be done or what is expected in student teaching in subject matter	1	3
13. Maintain communication between college and secondary schools	1	3

describing the pre- and post-activities of the student teacher, and updating the supervising teacher on new trends and resources. Seven coordinators also expressed an interest in such information. In addition, eleven coordinators thought there was a need for some forms of cooperation between subject matter teacher educators and coordinators.

Workshops and conferences were recommended by six coordinators and eight supervising teachers. Of these, four coordinators thought the student teachers ought to have a day's conference with home economics education staff, while all eight of the supervising teachers believed the conferences should be primarily for them. Whether the conferences were held on-campus or off-campus was not a matter of great concern to either group.

Another recommendation, with a larger proportion of responses, related to adequately preparing the student teacher before she gets to student teaching. Good background preparations in teaching methods, and the practical aspects of learning to be an effective teacher, were recommended by more than ten supervising teachers. This would aid the supervising teacher in her work with the beginning student teacher.

Over 90 per cent of the University Coordinators and 80 per cent of the Home Economics Supervising Teachers felt home economics education can make a contribution to student teaching in home economics. The role with the

most responses was that of providing the student teaching personnel with materials in the form of bulletins, newsletters or checklists, relating to student teaching concerns. Only five in each group thought the role was to make center visits to each student teacher and each supervising teacher throughout the term. The major role which was most frequently expressed took the form of an information sharing role rather than a supervising and evaluating role in student teaching.

Another question on the survey instrument dealt with the satisfactions and dissatisfactions of student teaching as experienced by the University Coordinators, Home Economics Supervising Teachers, and Home Economics Student Teachers. The question was, "What were your most satisfying and dissatisfying experiences as a coordinator, supervising teacher, or student teacher in home economics student teaching?" The specific responses made by 10 per cent or more of each group along with the specific number indicating the response are listed in Tables 4.17, 4.18, and 4.19. This question was designed to find out what is both most troublesome and most rewarding in student teaching to those who are most involved in the program. The complete list of satisfying and dissatisfying experiences as identified by the three groups is shown in Appendix Tables I.5, I.6, and I.7.

TABLE 4.17.--Satisfying and dissatisfying experiences of university coordinators, with student teaching in home economics.

University Coordinator's Response (N=25)	Number
Satisfying Experiences Related to Home Economics Student Teaching	
1. Home Economics student teachers are good to work with	5
2. Working with student teachers who enjoy their work and are eager to teach	8
3. The competent planning abilities of home economics student teachers	6
4. Reliable, cooperative, and dependable supervising and student teachers	6
8. None in particular	3
Dissatisfying Experiences Related to Home Economics Student Teaching	
1. Frustrations of student teachers in management, demonstrating and lacking skills	4
9. None specific to home economics	13

TABLE 4.18.--Satisfying and dissatisfying experiences of home economics supervising teachers with home economics student teaching.

Supervising Teachers' Responses (N=32)	Number
Satisfying Experiences Related to Home Economics Student Teaching	
1. Enjoy student teachers and getting to know them	9
2. Seeing a student teacher try out new ideas and share responsibilities	13
3. Seeing a student teacher grow and work through problems	7
4. A student teacher keeps me up-to-date, alert and helps me	5
5. Promoting the home economics teaching field	4
Dissatisfying Experiences Related to Home Economics Student Teaching	
1. Not enough time for student teaching	5
2. Lack of effort put forth by a student teacher	4
3. An unsatisfying experience	3
16. None	10

TABLE 4.19.--Satisfying and dissatisfying experiences of home economics student teachers with student teaching in home economics.

Student Teacher's Response (N=30)	Number
Satisfying Experiences Related to Home Economics Student Teaching	
1. Establishing a good rapport with pupils, supervising teacher, and staff	15
2. Pupils showing interest in class and liking me	8
3. Satisfactorily working with a labeled "uncooperative pupil" and reaching the unreachable	3
Dissatisfying Experiences Related to Home Economics Student Teaching	
1. Having students poorly motivated	6
2. Discipline problems	4
3. Not helping some of the students	3

Table 4.18 shows that most University Coordinators find working with student teachers who are eager, willing, and able to learn about teaching, a satisfying experience. On the other hand, an unsuccessful, frustrated student teacher is a dissatisfying experience. Over half of the coordinators could not identify dissatisfying experiences related to student teaching in home economics.

The Home Economics Supervising Teachers' responses, as recorded in Table 4.18, show that the most satisfactions

come from just knowing a student teacher, seeing her try out ideas, and watching her grow as a teacher. The most dissatisfactions come from a limited time in student teaching, lack of effort put forth by the student teacher, and working in a situation where there are unsatisfactory results in the student teacher. Ten supervising teachers had no dissatisfactions they could identify in the time available for reporting.

Student teachers, as portrayed in Table 4.19, stated that when they had established a good working relationship with the staff and pupils in the school, they found this satisfying. Also, when the pupils were interested and learning, this was reported as satisfying. Having pupils who were not motivated and who were discipline problems was a major source of dissatisfaction. Role relationship difficulties with supervising teachers or administration was identified as dissatisfying in various ways by at least nine student teachers.

The last open-ended question explored the creative ideas of the University Coordinators, Home Economics Supervising Teachers, and Home Economics Student Teachers as to the ideal program in student teaching. The instructions to the question were to describe the ideal, most effective student teaching experience they could design. Resources were not to be considered and, in fact, the subjects were told they had all the resources available to them when designing the ideal program. The

responses of each participant are grouped into four major categories: (1) pre-student teaching experiences, (2) the student teaching assignment and responsibilities, (3) student teaching in relation to other college courses, and (4) relationships among supervisory personnel. Appendix I.8 lists all the responses supplied by each participant, while Table 4.20 lists only those responses identified by three or more individuals from each group.

The information that can be gleaned through Table 4.20 is that the opinions about what makes an effective student teaching experience in home economics is very varied and divergent. Consensus about the best student teaching program is limited. This finding relates to the general findings reported in the literature, that everybody believes student teaching is very important (no one individual in this study reported that student teaching ought to be eliminated), but the reasons why and the procedures for implementing a program are varied.

The ideas with the greatest amount of agreement were as follows: (1) the ideal student teaching experience would be for longer than ten weeks, (2) the student teacher would have greater access to teaching resources, and (3) the student teaching experience would be with several age groups and in various teaching situations. The remaining ideas were expressed by less than six individuals in any one group.

TABLE 4.20.--A description of the ideal experience in home economics student teaching as indicated by university coordinators, home economics supervising teachers, and home economics student teachers.

Ideal Description of Student Teaching in Home Economics	University Coordinators (N=25)	Home Economics Supervising Teachers (N=30)	Home Economics Student Teachers (N=32)
<u>Pre-Student Teaching Experiences</u>			
3. Provide student teacher with more teaching and observations before student teaching--including simulated teaching and micro-teaching.	6	1	6
4. Student teacher should visit and make plans with supervising teacher before student teaching and learn the community.	0	1	3
<u>Student Teaching Assignment and Responsibilities</u>			
6. Student teach for longer than one term.	8	4	12
7. Allow student teachers more freedom to teach the way and what they want to.	0	3	2
10. Student teacher should teach in more than one area of home economics to all areas in the field.	3	2	1
12. Provide student teacher with greater access to community contacts, school resources, media resources, video-tape recorders, etc.	6	1	10
14. Student teach and observe in various age levels and situations	9	2	3
15. Student teach in two kinds of schools--including the urban and small rural school.	0	0	3
20. Utilize an internship plan where a qualified home economics supervisor would supervise no more than five student teachers for one year.	6	0	2

TABLE 4.20.--continued.

Ideal Description of Student Teaching in Home Economics	University Coordinators (N=25)	Home Economics Supervising Teachers (N=30)	Home Economics Student Teachers (N=32)
<u>Student Teaching in Relation to Other College Courses</u>			
24. Add a college course re- lated to what really exists in home economics at the secondary level-- innercity teaching, and the image home economics has.	0	2	3
25. Teach a stimulating methods class along with student teaching.	3	2	1
30. Provide student teacher more information on coordinating the subject matter, and curriculum organization.	0	0	3
31. Student teacher should have an adequate back- ground to teach the basics, as well as have practical methods.	1	0	6
<u>Relationship Among Super- visory Personnel</u>			
32. Department should evalu- ate and recommend the schools which have the modern and up-to-date programs.	3	3	1
33. Student teacher observation and evaluation should be by an experienced supervisor in home economics.	1	2	5
34. College supervision should be the joint responsibility of subject matter specialist and teaching specialist (the subject specialist is often described as a consultant).	6	0	2
35. The subject matter special- ists should provide more training sessions for super- vising teachers and college coordinators.	2	0	6
36. A follow-up should be made of teachers in the field, and first time supervising teachers, by the department.	0	0	3

A contradiction exists with some supervising teachers and coordinators as to how much time a student teacher ought to spend in the classroom and in other related activities. One supervising teacher and student teacher reported the necessity for staying in the school all day, while the coordinators report the ideal as moving the student teacher to many learning experiences and situations.

The major ideas obtained from this table are that student teaching is an important experience, important enough to make it longer and broader in scope. Even pre-student teaching observations and experiences were felt to be important by thirteen participants in the study. All the participants in this study were interested in making the student teaching experience as meaningful and relevant to the student teacher as possible. The means to achieve this goal are many and sometimes conflicting.

Summary of the Findings

Chapter IV presented the analysis and findings from the data collected with three forms of a survey instrument for University Coordinators, Home Economics Supervising Teachers, and Home Economics Student Teachers. Six hypotheses were statistically analyzed and information regarding three major research questions was gathered. The findings of the six hypotheses can be summarized as follows:

Hypothesis I

Hypothesis I: Accepted at the .02 level of significance.

Finding:

- a. Supervising teachers rate student teachers higher in the achievement of the student teaching objectives unique to home economics, than student teachers rate themselves.

Hypothesis II

Hypothesis II: Accepted for two variables at the .05 level of significance but rejected for the remaining five variables.

Findings:

- a. There is a significant positive correlation between a supervising teacher: (1) graduating from Michigan State University, and (2) completing a course in supervision of student teaching, and the number of learning experiences provided for the student teachers' achievement of the objectives unique to home economics.
- b. There is no correlation between a supervising teachers': (1) type of home economics program, (2) grade level currently teaching, (3) amount of graduate course work, (4) total number of student teachers supervised, and (5) total

number of years taught, and the total number of learning experiences provided for the student teacher to achieve the student teaching objectives.

Hypothesis III

Hypothesis III: Rejected.

Finding:

- a. There is no significant correlation between the student teachers' self-rating of achievement of the student teaching objectives and the student teachers' years of participation as a: (1) secondary home economics student, (2) Future Homemakers of America club member, and (3) 4-H club member.

Hypothesis IV

Hypothesis IV: Rejected.

Finding:

- a. There is no significant correlation between the supervising teachers' rating of the student teachers in objective achievement and the student teachers' years of participation as a: (1) secondary home economics student, (2) Future Homemakers of America club member, and (3) 4-H club member.

Hypothesis V

Hypothesis V: Accepted for one variable at the .05 level of significance. Rejected for remaining three variables.

Findings:

- a. The more supervising teachers the University Coordinator supervised, the more learning experiences he provided the student teacher for achieving the student teaching objectives.
- b. There is no significant correlation between the number of learning experiences provided by the University Coordinator and his: (1) number of academic degrees earned, (2) years of experience as a coordinator, and (3) total number of student teachers supervised.

Hypothesis VI

Hypothesis VI: Accepted for four of the objectives at the .05 level of significance or less. Rejected for remaining fourteen objectives.

Findings:

- a. The Home Economics Supervising Teachers' provision for objective achievement correlated positively with the student teachers' self-rating of the achievement of the objective for three objectives; there were no

significant correlations for remaining fourteen objectives.

- b. There was no significant correlation between University Coordinators' provision for objective achievement and the student teachers' self-ratings of objective achievement.

Three basic research questions were posed for this research study, to look at particular problems which may exist in home economics student teaching and to examine the recommended directions that can be taken in the future of home economics student teaching.

The first question related to identifying those objectives which should be given high priority for home economics student teaching. Both the University Coordinators and Home Economics Supervising Teachers agreed that the high priority objectives should focus on developing a student teacher's understanding of pupils and families and relating this understanding to teaching activities.

The second research question related to a description of the kinds of experiences provided by University Coordinators and Home Economics Supervising Teachers, and received by Home Economics Student Teachers for achieving the student teaching objectives. Varied kinds of experiences were identified, some of which the student teacher did not indicate as helping her achieve the objectives. The student teacher most frequently

referred to what she did in her teaching activities with her classes, rather than identify a learning experience provided her by the University Coordinator or Supervising Teacher. The objectives with the highest priority were the objectives for which most learning experiences were provided, while the low priority objectives were least well provided for and least well achieved by the student teachers.

The third research question analyzed specific problems and concerns in home economics student teaching through a series of open-ended questions on the survey instrument. The major findings may be summarized as follows:

1. The most frequently mentioned outcome for student teaching in home economics is that the student teacher should learn about pupils and their needs and relate this understanding to teaching.
2. The major strengths of the Home Economics Student Teacher when she arrives for student teaching are her competency in subject matter knowledge and her teaching methods organization ability.
3. The major weakness of a beginning Home Economics Student Teacher was her lack of preparation in teaching skills, particularly

related to foods and clothing. However, the student teacher indicated her major weakness was her lack of security in teaching.

4. Recommended pre-student teaching experiences include more training in the courses basic to secondary home economics teaching and more experience with youth and teaching.
5. Three-quarters of both Home Economics Supervising Teachers and Student Teachers felt the amount of help and time provided by the University Coordinator was adequate for their situation.
6. Over three-quarters of the Home Economics Student Teachers indicated the amount of time they spent with their supervising teacher in conferences was adequate for their situation.
7. Half of the Home Economics Student Teachers indicated they wanted some contact with the home economics education staff during student teaching. Those who indicated no contact was needed also indicated there were no problems in student teaching which could not be taken care of in the Center.
8. Over 60 per cent of the student teachers did not indicate a need to visit with the university academic adviser during student

teaching. Those who wanted to visit did so for other than student teaching matters.

9. Ninety per cent of the University Coordinators and 81 per cent of the Home Economics Supervising Teachers felt more contacts were needed with the staff in home economics education than were presently provided.
10. The recommended major kind of contribution to be provided by the home economics education staff was written material and information about the objectives for student teaching, pre- and post-student teacher activities, and new trends and resources in home economics education. Workshops or conferences were also recommended.
11. Major satisfactions received in home economics student teaching are working with an interested and willing-to-learn student teacher, watching a student teacher grow and learn, and having a good working relationship with pupils, supervising teacher, coordinator, and student teacher.
12. Major dissatisfactions in home economics student teaching come from an unsuccessful student teaching assignment, limited time in student teaching, a student teacher who does not put

forth effort, and lack of motivation and disciplinary problems among the pupils.

13. The ideal type of home economics student teaching experience is perceived in many different ways but all participants believe the experience is important, and if anything, it should be lengthened and broadened in scope.

Chapter V presents a summary of the major purposes and design of this study, along with a report of the findings. Recommendations are made for implementing new ideas into a student teaching program in home economics which may close the gaps and add new growth to the already existing program for home economics student teachers.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to examine the roles of the home economics teacher educator in a generalist coordinated student teaching program. In order to accomplish this overriding purpose, a survey of the present program of home economics student teaching at Michigan State University was made, using twenty-five University Coordinators, thirty-two Home Economics Supervising Teachers, and thirty Home Economics Student Teachers during winter term, 1969, as the sample.

The research was pursued in conjunction with a special teacher education project at Michigan State University in home economics education, funded by the Division of Vocational Education, Michigan Department of Education. The interest in the research topic grew out of a concern for the loss of contact between home economics education and the operations of student teaching as it affected home economics student teachers.

This study followed an earlier phase of the project, which researched and identified a series of

student teaching objectives which were unique to home economics. The objectives identified in the earlier phase of the project became the objectives that were researched in the present study.

The research instrument was developed and pre-tested with former supervising teachers of home economics. Three forms of the instrument were developed for each of the three groups surveyed. University Coordinators and Home Economics Supervising Teachers responded to the questionnaire through an interview, while the Home Economics Student Teachers responded through a group written session.

To obtain the factual data needed for making recommendations about the special contributions of the home economics teacher educator to the student teaching program and as a basis for suggesting future directions of home economics student teaching at Michigan State University, the following hypotheses and questions were examined:

Hypothesis I. There is significant difference between the student teachers' self-ratings and the rating of the supervising teacher concerning the student teachers' achievement of the Unique Home Economics Student Teaching Objectives.

Hypothesis II. There is a positive correlation between the number of learning experiences provided by the supervising teacher for achieving the Unique Home Economics Student Teaching Objectives and the supervising teachers': (1) type of homemaking program, (2) grade level assignment, (3) undergraduate degree-granting institution, (4) amount of graduate course work, (5) completion of a supervision of student teaching course, (6) total number of student teachers supervised, and (7) total number of years taught.

Hypothesis III. There is a positive correlation between the student teachers' self-ratings of achievement of the Unique Home Economics Student Teaching Objectives and the number of years the student teacher participated as a: (1) student in secondary home economics, (2) Future Homemakers of America club member, and (3) 4-H club member.

Hypothesis IV. There is a positive correlation between the supervising teachers' rating of the student teachers' achievement of the Unique Home Economics Student Teaching Objectives and the number of years the student teacher participated as a: (1) student in secondary home economics, (2) Future Homemakers of America club member, and (3) 4-H club member.

Hypothesis V. There is a positive correlation between the number of times learning experiences are provided by the University Coordinator for achieving the Unique Home Economics Student Teaching Objectives and the University Coordinator's: (1) highest degree earned, (2) years of experience as a coordinator, (3) total number of home economics student teachers supervised, and (4) total number of home economics supervising teachers coordinated.

Hypothesis VI. There is a positive correlation between the number of times learning experiences are provided by Supervising Teachers and University Coordinators, and the student teacher's self-rating of achievement of the Unique Home Economics Student Teaching Objectives.

In addition to testing the stated hypotheses, explorations were made of the following questions:

1. Which Unique Home Economics Student Teaching Objectives do University Coordinators and Home Economics Supervising Teachers consider to be of highest priority?
2. What learning experiences are provided for contributing toward the student teachers' achievement of the Unique Home Economics Student Teaching Objectives?

3. What are the recommendations of the University Coordinators, Home Economics Supervising Teachers, and Home Economics Student Teachers for the future role of the home economics teacher educator in student teaching at Michigan State University?

Summary of the Findings and Conclusions

The research study included six hypotheses and three questions. Each of the six hypotheses related to eighteen Unique Home Economics Student Teaching Objectives and selected characteristics of University Coordinators, Home Economics Supervising Teachers, and Home Economics Student Teachers.

For testing the first hypothesis, a multivariant analysis of variance yielded an F ratio of 2.127, which was significant at the .02 level. Student teachers' self-ratings of achievement of the student teaching objectives were, on the whole, significantly lower than the supervising teachers' ratings of the student teachers.

From a self-perception point of view, the findings would seem to indicate a student teacher's lack of competency in objective achievement. But if the student teacher only had one experience related to the objective, the limited exposure may give little opportunity to develop competency. Repeated opportunity to apply a learning could help the student teacher attain a higher level of achievement. Perhaps student teaching should focus on the

continuous development of selected important objectives, if the student teacher is to feel a greater sense of achievement. Perhaps lack of confidence and security in teaching, which the student teachers frequently mentioned as a major weakness in student teaching, also relates to a lower self-rating on objective achievement.

For measuring the second through the sixth hypothesis, a correlation formula was used. The reliability of the student teachers' self-ratings was quite low ($r = .29$); therefore, where the student teachers' self-ratings are employed, the findings must be viewed with questioned validity.

The findings for Hypothesis II showed that when correlating the number of learning experiences provided by the supervising teacher with the supervising teachers': (1) type of secondary program (vocational or non-vocational), (2) grade level teaching (senior high school, junior high school, or both), (3) amount of graduate credit beyond the Bachelor's degree, (4) total number of student teachers supervised, and (5) total number of years the supervising teacher has taught, there was no significant correlation at $p \geq .05$. There was, however, a positive relationship ($p > .05$) between the number of learning experiences provided by the supervising teacher and the supervising teacher having been a graduate of Michigan State University and having completed a course in supervision of student teachers.

These findings do not lend support to the notion that secondary vocational programs necessarily provide the best or most complete student teaching experiences for the home economics student. Nor does the senior high school program necessarily provide for the most coverage of experiences in home economics student teaching. The fact that there is a relationship between experiences provided and the supervising teacher having graduated from Michigan State may relate to the supervising teacher's understanding of the philosophy of the university program. Most of the objectives surveyed were based in relating learnings to the concerns of families. This is also a very large concern at the university level, and may reflect the philosophy of the teachers who are its graduates.

The supervising teacher who completed the course in supervision of student teaching probably sees herself generally as a guider of experiences; those who have not, may feel less inclined to make suggestions to the student teacher and consequently a lesser amount of provisions for learning experiences may occur.

Hypotheses III and IV were examined because of a traditional notion that college home economics students who have had more experiences in high school home economics, Future Homemakers of America, and 4-H have a better background in home economics and may, therefore, be rated higher in their competencies as a teacher of home economics than those who did not have these past

experiences. When correlating the student teacher's number of years participated in: (1) high school home economics, (2) Future Homemakers of America, and (3) 4-H, there was no significant relationship ($p \geq .05$) with either the student teachers' self-rating of achievement of the home economics student teaching objectives or the supervising teachers' rating of the student teacher on these objectives. Hypotheses III and IV were rejected.

For Hypothesis V there was no significant correlation ($p \geq .05$) between the University Coordinators' provision for experiences related to the home economics student teaching objectives and the coordinators': (1) academic degrees earned, (2) years of experience as a coordinator, and (3) total number of Home Economics Student Teachers supervised. There was a positive correlation at the .05 level of significance between the coordinator's number of learning experiences provided and the University Coordinator's past number of Home Economics Supervising Teachers supervised. This finding would seem logical since coordinators may learn from their supervising teachers about the meaning and purposes of home economics. The more contact with the Home Economics Supervising Teachers, the more clearly may become the coordinator's understanding of the scope and purposes of home economics.

The last hypothesis, Hypothesis VI, was also rejected for all but three items or objectives. When correlating the extent of provision for objective achievement by the University Coordinators and Home Economics Supervising Teachers, with the Home Economics Student Teachers' self-ratings of objective achievement, very few significant correlations were found. The extent of provision for three out of the eighteen objectives related positively ($p \geq .05$) to the student teachers' level of achievement of the objectives.

This finding is the most difficult to explain. It would seem logical that if relevant experiences were provided the student teacher for achieving the student teaching objectives, the student teachers would reach a higher level of achievement of these objectives. Perhaps the validity of the self-ratings must be questioned, or the experiences identified were not, in fact, helpful to the student teacher in helping her achieve the objectives. However, using the form of measurement employed in this study, Hypothesis VI can be accepted for only three of the eighteen objectives.

In addition to the six hypotheses, three research questions were explored. A brief summary of the findings and conclusions obtained from these questions is presented. An exploration of the questions were made partially through obtaining responses to open-ended questions. Therefore it should be recognized that the

participants were more limited in their ability to recall all the responses that may have been important to them. Structured questions may have yielded greater agreement to each possible answer.

1. Both University Coordinators and Home Economics Supervising Teachers identified the same five Unique Home Economics Student Teaching Objectives to be of highest priority for student teaching. On a three-point scale of: 1 = high priority, 2 = medium priority, and 3 = low priority, the average rating for the high-priority objectives was 1.28 or less. The objectives considered to be of highest priority (Objectives B, C, D, H, and M) all related to an understanding of families, pupils, and community, and the ability to apply this knowledge to planning relevant classroom experiences.

The objectives with the average lowest priority rating of 1.8 or more for coordinators and 2.16 for supervising teachers were for the objectives related to Future Homemakers of America, home visits, interpreting the program to the community, working with agencies related to families, and with the school lunch program. These are Objectives A, E, G, I, N, O, and Q on the research instrument.

2. The objectives rated as highest priority for student teaching were the objectives for which most University Coordinators and Home Economics Supervising Teachers provided experiences. The fact that many of the high priority objectives examined in this research were provided

for the student teacher in a generalist coordinated program, raises the question about the uniqueness of the objectives in home economics. A review should be made of the earlier study which identified the unique objectives and determine what makes them unique, if in fact, they are unique. Uniqueness may stem from subject matter alone and not from educational theory.

The low priority objectives were less well provided, and were achieved to a lesser degree than the high priority objectives. This suggests that perhaps the unique aspects of home economics teaching may not be a high priority concern for the student teaching program.

For 73 per cent of the objectives, the University Coordinators provided less experiences for the student teachers' achievement of the home economics student teaching objectives than did the Home Economics Supervising Teachers. However, the University Coordinator operates under another set of objectives to which he directs the activities of all student teachers. His role is therefore somewhat different from the subject matter oriented supervising teacher of home economics.

Each of the types of related experiences were identified by the three groups for achieving each of the objectives. Many kinds of experiences were identified. One of the interesting observations is that the student teachers very infrequently mentioned what the University Coordinator or Supervising Teacher organized for her, but

rather identified some of the experiences she provided her classes as evidence of achieving the objectives. Experiences appear to just occur in the course of teaching rather than appear as a planned strategy for the student teacher.

3. The most important learning for a student teacher during student teaching, according to the University Coordinators and Home Economics Supervising Teachers, is the need to learn about pupils; student teachers need to learn about pupils' problems, interests, characteristics and behavior, and relate pupil understanding to lesson planning and teaching. Student teachers reported that student teaching is a time to learn whether teaching home economics is what they really want to do. This coincides with the coordinators' opinion that it is important that the student teacher learn personal strengths and weaknesses as a teacher.

4. Good knowledge of home economics subject matter and good organization of lessons and methods were considered to be the student teachers' greatest assets in preparation for student teaching, while the greatest weakness of the student teacher was her lack of preparation for teaching the food and clothing laboratory skills. Lack of skill competency was identified as the greatest weakness by over half of the coordinators and supervising teachers. Student teachers were not as concerned with this weakness as much as they were with their lack of confidence and security in their teaching ability.

5. The most frequently mentioned pre-student teaching needs of the student teacher were the need for more basic courses related to the teaching of foods and clothing. The second major suggestion was for more observation and participation with youth prior to student teaching.

6. Approximately 75 per cent of the Home Economics Supervising Teachers and Home Economics Student Teachers indicated the amount of supervisory help from the University Coordinator was adequate for their situation. Greater help and time was requested when questions and problems arose, and when roles of supervisors were unclear.

Fifty-six per cent of the coordinators indicated the amount of time they spent in contact with supervising and student teachers was about adequate, 36 per cent said more time would be ideal, while another 8 per cent said contact time varied with the student and no ideal amount of time could be estimated.

7. Approximately three-fourths of the student teachers indicated the amount of time spent in conference with their supervising teachers was adequate for their needs. Communication was inadequate when specific problems arose between student and supervising teacher.

8. Half of the student teachers indicated they had wanted some contact with either their special methods teacher or other home economics education staff during student teaching. The reasons ranged from a need to ask

specific questions or obtain resources, to providing suggestions for the methods and other pre-student teaching classes.

9. Most student teachers did not want to visit with their academic adviser during student teaching, and if they did, it was usually for matters other than student teaching.

10. Ninety-six per cent of the University Coordinators and 81 per cent of the Home Economics Supervising Teachers indicated greater contact time was needed with the home economics education staff at the university during student teaching than was presented provided. The major kinds of contacts that were recommended included: (1) written material related to student teaching, (2) cooperative planning and evaluation sessions between coordinators and home economics education staff, (3) provision of conferences or seminars for supervising and student teachers, and (4) adequate pre-student teaching preparation for the student teacher.

11. The major satisfactions expressed about home economics student teaching were with student teachers who were eager to learn to teach and share ideas. Watching a student teacher grow as a teacher, and working effectively with the school staff and pupils, also brought satisfaction to coordinators and supervising teachers. Dissatisfying experiences came when an unsuccessful student

teaching experience occurred or when lack of effort was put forth by the student teacher. Lack of time for student teaching activities was dissatisfying. Discipline and motivation problems experienced by the student teacher were dissatisfying to her.

12. The description of the ideal student teaching experience varies greatly from individual to individual. However, the most frequently mentioned aspect of the ideal program was one that would be longer in duration than ten weeks, provide greater access of resources to student teacher, cover broader experiences with pupils of varying ages and from various socio-economic conditions. It would also include increased pre-student teaching participation in the classroom.

Discussion of the Recommendations and Implications
for a Model of a Quality Program in Vocational
Home Economics Student Teaching at
Michigan State University

As a result of the data revealed in the study and the findings reported in the literature, the writer has been led to draw some implications for future means of improving and supplementing the home economics student teaching experience at Michigan State University. These recommendations are discussed under four headings: (1) scope and sequence of the undergraduate curricula of the home economics education major, (2) roles and functions of the subject matter teacher educator in student teaching, (3) in-service education to supervisory staff in student

teaching, and (4) administration of activities related to home economics student teaching at Michigan State University.

Scope and Sequence of the Undergraduate
Curricula of the Home Economics
Education Major

In an effort to unite the theoretical with the practical knowledge of teaching, it seems important that the home economics teaching major participate in early school observation and teaching experiences with youth and adults. These experiences may vary from youth groups to community projects, to secondary schools. A limited number of hours could be required of the home economics education major prior to the admission of the student to the class of special methods in teaching home economics. All participants in this study supported the need for a good methods course. Special methods are vital in teacher preparation and much effort should be put forth to do the best possible job in methods.

The academic adviser of the teaching major in home economics needs to have adequate knowledge about secondary teaching to most satisfactorily counsel the beginning student. If individual counseling by the academic adviser regarding the selection of the teaching major occurs during the first two years of college, then the student may be directed into early experiences with youth and schools. Also, a freshman-level course that introduces the student to the overall purposes of the secondary home economics

program, to the responsibilities of the teacher, to the basic curricula characteristics at the secondary level, and to the going supply and demand of teachers in the field broadens the base knowledge of the student about teaching home economics. Observation and sensitivity development to the educational needs of youth and adults are a recommended aspect of the college curricula during the freshman and sophomore years.

Special methods appears to be most relevant if the course is taught prior to the term of student teaching and in conjunction with micro-teaching and other laboratory experiences. If some emphasis is given to the practice of teaching several of the skills related to home economics the student's competency level in the skill itself may improve as well as her ability to teach about it. Pupils could be brought to the university from surrounding schools on a voluntary basis for actual teaching situations. Since insecurity is a primary concern of the student teacher, positive reinforcement of successful teaching will be necessary during micro-teaching situations.

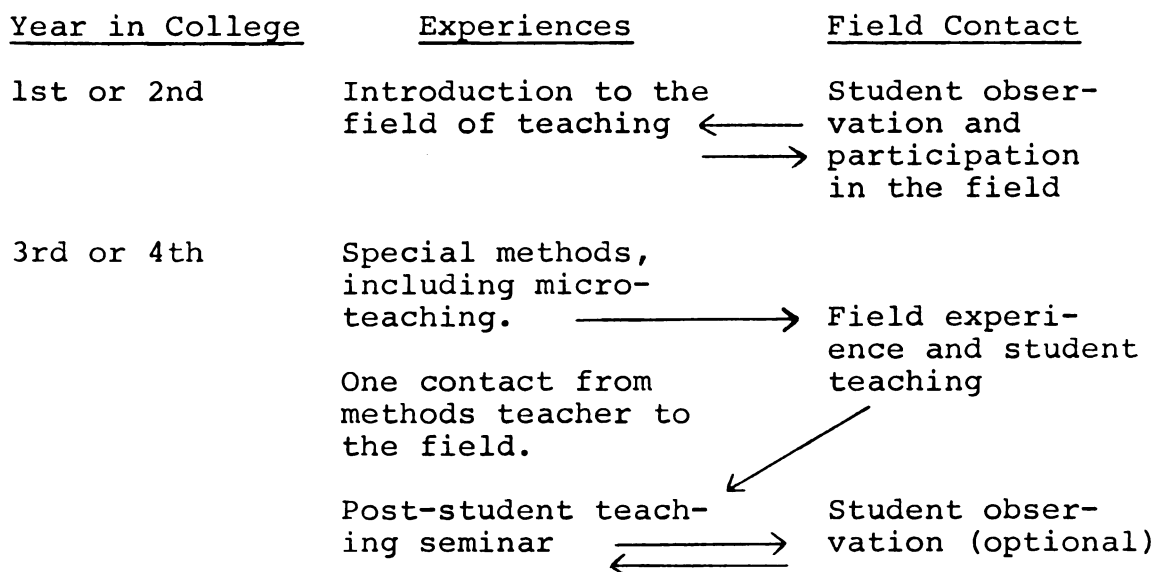
The term of full-time student teaching directly follows the methods class. If the methods teacher makes one personal or telephone visit to the student and supervising teacher early in the term, then she will be able to introduce herself to the supervising teacher and provide her with some background about the student teacher or any other special help. No further contact would be

required unless special services were requested. The initial student teacher contact is to reassure her of personal concern for her success. Other personal contacts with the education staff would occur through group conferences, seminars, or workshops. Written materials can be sent to University Coordinators and Home Economics Supervising Teachers as early in the term as possible.

Following the student teaching term is a seminar and independent study for the home economics teaching majors. This seminar, as it is currently designed, would continue to build upon the needs of the student, as they identify them, and preparations would begin for their first job of teaching. More observation may be desired in some other kinds of teaching situations. During the post-student-teaching seminar, information can be collected that would provide needed feedback to University Coordinators and Home Economics Supervising Teachers. This information can be compiled and sent on to those who may benefit from the information.

Each of the above recommendations is based on the finding that participating in the actual teaching situation is felt to be a desirable and valuable means to learn about teaching. Education majors want to learn what is involved in teaching before they proceed too far into a major. Also, greater association and feedback is needed between the subject matter teacher education staff and the student teaching supervisory staff. The recommended education

curricula for the undergraduate home economics teaching major may be described diagrammatically as follows:



The above recommendations are in conjunction with the present educational sequence of courses offered through the College of Education. Should these experiences change, then the home economics education program will again need to re-evaluate its offerings.

Roles and Functions of the Subject Matter Teacher Educator in Student Teaching

The home economics subject matter teacher educator need not be as concerned about the types of experiences the home economics student teacher is getting since this study revealed that important objectives in home economics student teaching are currently being provided for under the regular student teaching program. However, some of the

special aspects of vocational home economics are not a part of the regular program in student teaching. For example, some effort should be directed to adult education programs, occupational education, home experiences and home visits, Future Homemakers of America, and new trends and resources in the field, to efficiently, yet effectively, acquaint the student teacher with the aims and directions of these aspects of secondary home economics. To these specialized ends of home economics student teaching, the home economics teacher educator performs her roles and functions.

In order to overcome possible shortcomings of the present student teaching program, the roles of the teacher educator in home economics student teaching at Michigan State University may conceivably be described as follows:

1. Clarifies and describes specific, behavioral objectives for student teaching in home economics, and provides the means for evaluating the student teachers' achievement of the objectives. The objectives are those which supplement those expected of all student teachers. They are to be shared with each University Coordinator, Home Economics Supervising Teacher, and Home Economics Student Teacher, and evaluated by the supervising and student teacher.

2. Participates in some in-service educational conferences of University Coordinators to discuss and develop student teaching objectives and to learn about innovative procedures and thinking in student teaching. Attends at least one national or state meeting in student teaching each year.
3. Establishes rapport between Home Economics Supervising Teachers, University Coordinators, and home economics education staff to assure the supervisory staff that home economics education intends to provide resources and special consultative assistance when needed, to either coordinators, teachers, school, or community. Participation by the teacher educator in the activities of the secondary school are recommended to maintain a greater degree of relevance in teacher training.
4. Provides needed resources and materials to the supervising teachers and student teachers wherever possible.
5. Provides a liaison between secondary home economics teachers and subject specialists within the field of home economics. This may take the form of arranging for special conferences, or enabling supervising teachers

to participate in subject matter and methods classes.

6. Arranges for special conferences, workshops, or seminars with either University Coordinators, Home Economics Supervising Teachers, or Home Economics Student Teachers at least once a year, but more frequently if feasible.
7. Assumes the essential responsibility for preparing the student teacher in methods of teaching home economics.
8. Recommends progressive secondary home economics programs, or the criteria for evaluating forward-looking programs, to the University Coordinators for student teacher placement.
9. Encourages the student teacher to have completed needed subject matter background before beginning her term of student teaching.
10. Obtains continuous feedback from University Coordinators and Home Economics Supervising Teachers concerning the adequacy of pre-student-teaching preparational needs, and recommends changes where needed.
11. Provides feedback to University Coordinators, Home Economics Supervising Teachers, and subject matter specialists through student evaluations during the post-student-teaching seminar

and during the first year of actual teaching experience.

The above role description does not suggest it is necessary for the home economics teacher educator to make regular school visits to each of the student teachers or supervising teachers each term. This practice requires costly resources and according to most of the participants in this study, is not needed. However, the home economics teacher educator can assume responsibility for the in-service education of the supervising teachers as well as provide specialized assistance upon request.

In-Service Education of Supervisory Staff

The role that will perhaps involve the greatest amount of effort, time, and money will be the one that relates to in-service education of Home Economics Supervising Teachers. The purpose of this role is to establish a quality supervising teacher staff that is well-informed on objectives and means for providing quality experiences in home economics student teaching. Although the college supervisor may have the greatest impact on the student teacher, the long-range effects may be greater with those whom one has contact over an extended period of time, namely, the supervising teachers. Therefore, during student teaching, efforts should be directed to developing well-qualified Home Economics Supervising Teachers and knowledgeable University Coordinators who

will provide Home Economics Student Teachers with experiences for achieving the objectives of home economics student teaching.

New ideas can be shared with the supervisory staff through regular news bulletins. Supervising and student teachers may wish to contribute to the articles in the bulletins. Also, special conferences and workshops, either on- or off-campus, may accomplish the purpose of learning new ideas and providing feedback. During these sharing periods, student teaching objectives may be reviewed, important observations revealed and new programs for experimentation may be pursued, all in an effort to upgrade secondary home economics teaching, now and in the future.

Administration of Activities
Related to Home Economics
Student Teaching

The special methods teacher of home economics will need a small portion of her assignment devoted to aiding and assisting student teachers in home economics if she is to adequately carry out her carry-over role to student teaching. A half-time graduate assistant could assist with news bulletins and other written publications as well as assist with the arrangements for special conferences and meetings. To carry out the home economics student teaching program plans as previously identified above, a staff member would also need to be available to:

(1) attend professional meetings in student teaching, (2) advise and consult with University Coordinators on program objectives and criteria for placement of student teachers, (3) develop a directory of supervisory teachers in home economics to have ready access to addresses and telephone numbers, (4) administer follow-up studies of former Home Economics Student Teachers and report findings to the appropriate sources, (5) organize and maintain a system for providing resources to the secondary schools, supervising teachers, and student teachers when requested, and (6) be available for consultation services when requested.

Considering the responses of the questionnaire from University Coordinators, Home Economics Supervising Teachers and Home Economics Student Teachers, one important conclusion was reached. There exists a need for greater communication and understanding between those most involved in the student teaching program and the subject matter teacher educator in home economics. Without communication, there is misunderstanding of purposes and actions. Conflicts between what is and what should be exists. If these communication difficulties can be overcome, then both the home economics education program and student teaching program can move forward together.

Future Research Needs

The preparation of students who major in home economics in the 1970's is vastly different from that of earlier decades. In the last decade, strong adherence to the practices of the past were apparent in the teaching and supervision of home economics. Today numbers of students, distances from campuses where student teaching centers are located, and limited staff and financial resources call for a re-evaluation of past practices in the college supervision of home economics. Means are being sought to continue quality experiences with the resources available. However, many solutions to the new problems in student teaching have not been resolved and continuous efforts to analyze the effects of current practices is needed. For example, the study reported herein suggests the need for research in the following areas:

1. The development of instruments to measure specific outcomes of various types and organizational practices of student teaching programs should be refined. This would give some indication of the effects on student teachers of the various types of programs and identify specific program strengths and weaknesses.
2. Other subject matter areas should examine the unique aspects of student teaching in their field and provide continued clarification of

the role of the specialist college supervisor in the student teaching supervising team.

3. It is suggested that experimental programs be designed for home economics student teachers and the specific outcomes of the programs be evaluated. For example, all majors who must fulfill vocational certification requirements could be clustered in one teaching center. The college supervisor would be one of the vocational teacher educators.
4. There should be continued effort to study the roles and role-relationship conflicts among each of the persons involved in student teaching supervision in order to better describe the functions of the subject matter teacher educator, college coordinator, clinical consultant, and supervising teacher.
5. A study is needed to compare the differences between what home economics teacher educators believe the purpose of secondary home economics to be with what they actually are in the secondary schools, to determine if the gaps are as great as many secondary teachers in this study believed them to be.
6. It is recommended that student teachers who have completed a student teaching program under the total supervision of a generalist

college supervisor be compared with student teachers who have come through a traditional home economics college supervised student teaching program, to measure the affective as well as cognitive outcomes of the two types of programs.

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APPENDICES

APPENDIX A

CONTACT LETTER TO WINTER TERM HOME
ECONOMICS SUPERVISING TEACHERS

COLLEGE OF EDUCATION • DEPARTMENT OF SECONDARY EDUCATION AND CURRICULUM • BRICKSON HALL

March 14, 1969

Dear (Home Economics Supervising Teacher's Name):

The home economics education division of Michigan State University is seeking your help in a research project concerning home economics student teaching. Because of your recent experience as a supervising teacher of an MSU student teacher in home economics we feel you can make valuable suggestions toward strengthening the student teaching experience in home economics education. With the support and encouragement of the Student Teaching Office, we would like to schedule a future conference time with you to talk about some ideas related to student teaching.

The project is funded by the State Department of Education and is entitled "An Exploratory Study to Determine Methods for Regularizing Contacts of the Home Economics Education Staff With Student Teachers, Supervising Teachers, and Coordinators." As you probably know, within the last few years home economics education has not been directly involved in the college supervision of student teaching. The staff is, therefore, interested in identifying feasible and educationally relevant roles for the home economics teacher educator in contributing to an effective student teaching program.

In the first stage of the project, home economics teacher educators across the country were asked to identify behavioral objectives which are unique to student teaching in home economics as compared to other teaching fields. A unique objective is one which requires a home economics trained person to help guide the student teacher toward her achievement. The teacher educators identified nineteen objectives as unique to home economics student teaching.

Enclosed is the list of unique objectives. The major portion of our conference will focus on your opinions and reactions to these objectives. What importance do you think they have for the present-day student teaching experience? Was your last student teacher competent in this area and what specifically leads you to believe she did or did not achieve the objective?

March 14, 1969

Page 2

Will you please be thinking of a convenient one-hour time period during the week of March 24, 1969 when someone from the project staff can meet with you at your school to discuss the various aspects of student teaching. We plan to telephone you within the next few days to arrange a specific conference time.

The primary purpose of our visit is to identify areas where the college home economics teacher educators can be of most help in student teaching.

If, for some reason, you cannot meet with us during this time period, we will try to make other arrangements. We will appreciate any comments you have and will really appreciate your cooperation in making our research project successful. All those who participate in this project will receive a summary of the results.

Sincerely yours,

Arleen Otto
Project Director

Dorothy West
Associate Project Director

Dorothy Richardson
Graduate Research Assistant

DW:ag

cc: Principal
University Coordinator

Enclosure

APPENDIX B

LETTER TO WINTER TERM HOME ECONOMICS SUPERVISING
TEACHERS FOR INTERVIEW CONFIRMATION

COLLEGE OF EDUCATION • DEPARTMENT OF SECONDARY EDUCATION AND CURRICULUM • BRICKSON HALL

March 17, 1969

Dear (Home Economics Supervising Teacher's Name):

The project staff is extremely grateful to you for setting aside a time to visit with us on (date and time) at your school. Through your help we are sure we can continue to look forward to planning and implementing one of the best home economics teacher preparation programs in the country.

In addition to your overall reactions to the home economics student teaching situation, we are interested in:

- a. The priority level you believe the unique home economics student teaching objectives should have for the present day student teaching experience.
- b. An evaluation of your last student teacher as to the level she reached in achieving the objectives.
- c. An example of a specific learning experience for the student teacher which contributed to her achieving each of the objectives.

Questions you may have about the objectives may be freely asked during the visit with one of the members from the project staff.

Thank you very much for giving us this time to visit with you. Your name will not be attached to your comments in the reporting of the results of the study. Your cooperation will mean a great deal to the future of home economics education.

The Project Staff:

(Mrs.) Dorothy West, Assistant Project Director
(Mrs.) Sarah Berglund, Graduate Research Assistant
(Miss) Dorothy Richardson, Graduate Research Assistant

APPENDIX C

INTERVIEW GUIDELINES

APPENDIX C

INTERVIEW GUIDELINES

3/19/69

Taken from the Dynamics of Interviewing,
Kahn & Cannell, 1957

A. Obstructions to Communication

1. The interview must be a process in which the forces to distort or withhold communication have been eliminated or reduced as much as possible (p. 8).
2. Be sensitive to "communication barriers"--memory failure, emotional forces, vocabulary differences. (If the interviewee looks puzzled over the statement, please define words, restate, or clarify phrases).
3. The interviewer's problem is to bring about a much smaller stream of communication, consisting almost solely of the relevant items. The irrelevant topics must be avoided, and the relevant bits of information must be communicated in rapid succession over a short space of time (p. 15).

B. Provide Motivation for Interview By:

1. Encouraging the supervising teacher to influence you, or student teaching, in some manner. A person will communicate in a given situation if he believes that such a communication will bring about a change or an action that he considers desirable (p. 45).
2. An individual is motivated to communicate with another when he receives gratification from the communication process and the personal relationship of which it is a part (p. 46).

C. Avoid Interview Bias

1. Bias is rewarding and punishing certain respondent behavior (p. 59) the interviewer who rewards or punishes certain attitudes or expressed values on the part of the respondent, motivates the respondent to a distortion of his own feelings.

D. Role of the Interviewer

1. Maximize the forces to communicate and reduce the negative forces.
2. Measurement--must teach the respondent what your role is. The interviewer tells the respondent, directly and approvingly, when he has answered the question completely, he also lets the respondent know, tactfully but definitely, when he has not fulfilled the requirements of his role.

E. Be fully aware of the purposes of your interview with the supervising teachers.

1. Find out if the unique home economics student teaching objectives are being planned and provided for in a home economics student teaching program coordinated by generalists.
2. Find out which of the nineteen unique objectives are considered to be of top priority to student teachers.
3. See if there are any particular problems to the home economics supervising teacher in the present program.
4. Find out what supervising teachers would like to see done in the future development of home economics education and student teaching.

F. Probe the Supervising Teacher to Meet the Objectives

1. Probe without introducing bias; motivate communication and enhance interpersonal relations.
2. Examples of probing comments:
 - a. I see
 - b. um hm
 - c. show interest, nod head
 - d. how do you mean?

- e. I'd like to know more about your thinking on that.
- f. What do you have in mind there?
- g. I'm not sure I understand what you have in mind.
- h. Why do you think that is so?
- i. Why do you feel that way?
- j. What do you think causes that?
- k. Do you have any other reasons for feeling as you do?
- l. Anything else?

APPENDIX D

CONTACT WITH COLLEGE COORDINATORS REGARDING
INTERVIEW SCHEDULING

COLLEGE OF EDUCATION • DEPARTMENT OF SECONDARY EDUCATION AND CURRICULUM • ERICKSON HALL

April 30, 1969

Dear (University Coordinator's Name):

The Home Economics Education Division in the Department of Secondary Education and Curriculum is now completing the second phase of the research project funded by the State Department of Education, Division of Vocational Education. The results of the first phase, "Identification of Objectives Unique to Home Economics Student Teaching" are in the final stages of analysis. Your participation in phase one has already proved to be a valuable contribution.

In order to make the study complete we are asking student teaching coordinators for additional suggestions and ideas about student teaching in home economics. Your contributions will help lead to the identification of educationally relevant roles for the subject matter educator in student teaching. We would like to schedule a time, during May, to discuss with you various aspects of student teaching as it effects home economics majors.

Enclosed is a list of objectives which home economics teacher educators identified as unique to student teaching in home economics. The major portion of our conference will focus on these objectives. What importance do the objectives have for the present-day student teaching experience? Do coordinators provide home economics student teachers with learning experiences related to achieving these objectives and, if so, what types of experiences help the student teacher achieve the objectives?

Will you please be thinking of a convenient one-hour time during May when you will be on campus? We would like the opportunity to visit with you and we plan to contact you shortly in order to arrange a meeting time.

April 30, 1969

Page 2

The primary purpose of our visit is to identify areas where the college home economics teacher educators can be of most help in student teaching. We will appreciate any comments you have and will really appreciate your cooperation in making the research project successful.

Sincerely yours,

Dr. Arleen Otto
Project Director

(Mrs.) Dorothy West
Assistant Project Director

AO;DW;jt

Enclosure

APPENDIX E

A SUPERVISING TEACHER SURVEY OF OPINIONS AND
IDEAS RELATED TO THE HOME ECONOMICS
STUDENT TEACHING EXPERIENCE AT
MICHIGAN STATE UNIVERSITY

A Supervising Teacher Survey of Opinions and Ideas
Related to the Home Economics Student Teaching Experience
at Michigan State University

PART I. BACKGROUND INFORMATION. Please complete the following information:

- a. Name of School _____
School Address _____
- b. The type of home economics program you teach. (check) Vocational (Reimbursed) _____
General (Non-reimbursed) _____
Both _____
- c. Did you receive an undergraduate degree from Michigan State University? (check) Yes _____
No _____
If no, did you ever take coursework at Michigan State University? (check) Yes _____
No _____
- d. Identify your undergraduate Major and Minor. Major _____
Minor _____
- e. Have you had a course in supervision of student teachers? (check) Yes _____
No _____
- f. How many graduate term credits do you have beyond the bachelor's? (check) 0 _____ 16-30 _____
1-6 _____ 31-45 _____
7-15 _____ 46 or more _____
- g. How many student teachers have you ever supervised in home economics? (check) One - two _____
Three - five _____
Six or more _____
- h. Including this year, how many years have you taught home economics? (check) One _____
Two _____
Three-five _____
Six or more _____
- i. Your last M.S.U. student teacher was placed with how many supervising teachers? (check) One _____
Two _____
Three or more _____

- j. The curriculum areas usually included in a home economics program in the public schools in Michigan are listed below. To the right are the levels of instruction in the school program where home economics is offered in Michigan schools. Check the curriculum areas your last Michigan State Student Teacher observed or participated in during her student teaching period. Also check those curriculum areas she participated in with any other regular teacher.

Curriculum Areas In Home Economics	Grade Level						
	7th	8th	9th	10th	11th	12th	Adults
(1) Child Development							
(2) Family Life							
(3) Clothing and Textiles							
(4) Foods and Nutrition							
(5) Health and Home Nursing							
(6) Housing, Home Furnishings and Equipment							
(7) Home Management							
(8) Consumer Education							
(9) Education for Employment (Briefly describe in this space)							
(10) FHA							
(11) Home Experience Program							
(12) Other: (Briefly list in this space)							

PART II. CLASSIFICATION OF STUDENT TEACHER OBJECTIVES INTO PRIORITY LEVELS FOR A HOME ECONOMICS STUDENT TEACHING EXPERIENCE.

Directions: The following objectives are the nineteen unique home economics student teaching objectives selected by a national sample of home economics teacher educators.

Read each student teacher objective and determine the priority level the objective should have for home economics student teaching. If you believe the objective is very important for student teaching label the objective with a "1". If the objective is of medium importance to the student teaching experience label the objective with a "2". If the objective is not critical to home economics student teaching or could be learned through some other educational experience, indicate by marking it "3". Place either 1, 2, or 3 in front of each objective in the space provided. To summarize--

- 1 - High priority for student teaching
- 2 - Medium priority for student teaching
- 3 - Low priority for student teaching

- _____ a. Visits a school lunch program to analyze its relationships to the department.
- _____ b. Plans and provides learning experiences based on knowledge of the representative types of families in the community.
- _____ c. Integrates into teaching plans and activities knowledge from relevant disciplines and fields as it focuses on family life.
- _____ d. Approaches a lesson visualizing the relationship of topics to the meaning and quality of family life.
- _____ e. Interprets the department's program to the community through home visits, experiences with parents, talks in community, exhibits in downtown area.
- _____ f. Suggests and guides pupils to plan for home experiences and helps evaluate learnings.
- _____ g. Evaluates FHA experiences in a local situation.
- _____ h. Plans and carries out thought-provoking, problem-solving activities related to the realistic concerns the pupils have for family life.
- _____ i. Interprets the observations of one or more home visits.

- _____ j. Interprets results of home visits, conferences, class contacts as a means of increasing understanding of pupils, families and community.
- _____ k. Uses a department budget in planning for learning experiences and keeps financial records.
- _____ l. Guides or instructs pupils in the selection, care and use of department equipment and supplies.
- _____ m. Verbally identifies significant needs, interests, personal and home problems of pupils and relates to the unit taught.
- _____ n. Assumes some of the responsibilities of an FHA chapter adviser.
- _____ o. Contact and/or works with county home economists and agencies related to families when feasible.
- _____ p. Demonstrates competence in the essential skills of maintaining a home.
- _____ q. Assists with the planning of activities for a Future Homemakers of America Organization.
- _____ r. Applies the characteristics of families in the community and general trends in family life to an evaluation of the total program.

PART III. IDENTIFICATION OF LEARNING EXPERIENCES TO ACHIEVE UNIQUE HOME ECONOMICS STUDENT TEACHING OBJECTIVES.

Directions: The questions below refer to the unique student teaching objectives you responded to in Part II. In this section you are asked to react to the objectives in two ways. (a) Decide the level your last student teacher attained in achieving the objective; and (b) give a specific example of an experience your student teacher had which helped her achieve the objective. If the student teacher did not participate in a learning experience related to achieving the objective, check not observed.

The rating scale for checking the level of achievement attained by your last Michigan State student teacher is as follows:

- 0-1 demonstrated little, if any, achievement of the objective at the end of the student teaching experience.
- 2-3 demonstrated average achievement of the objective at the end of the student teaching experience.
- 4-5 demonstrated above average to superior achievement of the objective at the end of the student teaching experience.
- 6 have not observed the student teacher participate in a learning experience related to the objective, therefore, I am not aware of her achievement level.

Example One:

Indicate the level of achievement attained in: BASING THOUGHTS AND ACTIONS ON A PHILOSOPHY OF LIFE, PHILOSOPHY OF EDUCATION, AND PHILOSOPHY OF HOME ECONOMICS.

ACHIEVEMENT LEVEL (check)

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0-1	2-3	4-5	6
None to little	Average	Above Average to Superior	Not Observed

Give a specific example of an experience you provided the student teacher which helped her achieve this objective.

(description) *The student teacher chose to teach a unit on family life because she felt family life was important today. She believed and taught her philosophy that solving family life problems was the hidden subject problem.*

Example Two:

Indicate the level of achievement attained in: PLANNING AND PROVIDING SOME WORTHWHILE LEARNING EXPERIENCES FOR ADULTS.

ACHIEVEMENT LEVEL (check)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
0-1	2-3	4-5	6
None to little	Average	Much to complete	Not Observed

Give a specific example of an experience you provided the student teacher which helped her achieve this objective.

(description) *No learning experience was provided because the fine arts department was not teaching an adult class at that time.*

Please respond to each item below. REMEMBER: Each of the following statements refer to the last Michigan State student teacher you have supervised.

A. Indicate the level of achievement attained in: VISITING A SCHOOL LUNCH PROGRAM TO ANALYZE ITS RELATIONSHIPS TO THE DEPARTMENT.

ACHIEVEMENT LEVEL (check)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0-1	2-3	4-5	6
None to little	Average	Above average to superior	Not Observed

Give a specific example of an experience you provided the student teacher which helped her achieve this objective.

B. Indicate the level of achievement attained in: PLANNING AND PROVIDING LEARNING EXPERIENCES BASED ON KNOWLEDGE OF THE REPRESENTATIVE TYPES OF FAMILIES IN THE COMMUNITY.

ACHIEVEMENT LEVEL (check)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0-1	2-3	4-5	6
None to little	Average	Above average to superior	Not Observed

Give a specific example of an experience you provided the student teacher which helped her achieve this objective.

C. Indicate the level of achievement attained in: INTEGRATING INTO TEACHING PLANS AND ACTIVITIES KNOWLEDGE FROM RELEVANT DISCIPLINES AND FIELDS AS IT FOCUSES ON FAMILY LIFE.

ACHIEVEMENT LEVEL (check)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0-1	2-3	4-5	6
None to little	Average	Above average to superior	Not Observed

Give a specific example of an experience you provided the student teacher which helped her achieve this objective.

D. Indicate the level of achievement attained in: APPROACHING A LESSON VISUALIZING THE RELATIONSHIP OF TOPICS TO THE MEANING AND QUALITY OF FAMILY LIFE.

ACHIEVEMENT LEVEL (check)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0-1	2-3	4-5	6
None to little	Average	Above average to superior	Not Observed

Give a specific example of an experience you provided the student teacher which helped her achieve this objective.

E. Indicate the level of achievement attained in: INTERPRETING THE DEPARTMENT'S PROGRAM TO THE COMMUNITY THROUGH HOME VISITS, EXPERIENCES WITH PARENTS, TALKS IN COMMUNITY, EXHIBITS IN DOWNTOWN AREA.

ACHIEVEMENT LEVEL (check)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0-1	2-3	4-5	6
None to little	Average	Above average to superior	Not Observed

Give a specific example of an experience you provided the student teacher which helped her achieve this objective.

F. Indicate the level of achievement attained in: SUGGESTING AND GUIDING PUPILS TO PLAN FOR HOME EXPERIENCES AND HELPING EVALUATE LEARNINGS.

ACHIEVEMENT LEVEL (check)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0-1	2-3	4-5	6
None to little	Average	Above average to superior	Not Observed

Give a specific example of an experience you provided the student teacher which helped her achieve this objective.

G. Indicate the level of achievement attained in: EVALUATING FHA EXPERIENCES IN A LOCAL SITUATION.

ACHIEVEMENT LEVEL (check)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0-1	2-3	4-5	6
None to little	Average	Above average to superior	Not Observed

Give a specific example of an experience you provided the student teacher which helped her achieve this objective.

- H. Indicate the level of achievement attained in: PLANNING AND CARRYING OUT THOUGHT-PROVOKING, PROBLEM-SOLVING ACTIVITIES RELATED TO THE REALISTIC CONCERNS THE PUPILS HAVE FOR FAMILY LIFE.

ACHIEVEMENT LEVEL (check)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0-1	2-3	4-5	6
None to little	Average	Above average to superior	Not observed

Give a specific example of an experience you provided the student teacher which helped her achieve this objective.

- I. Indicate the level of achievement in: INTERPRETING THE OBSERVATIONS OF ONE OR MORE HOME VISITS.

ACHIEVEMENT LEVEL (check)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0-1	2-3	4-5	6
None to little	Average	Above average to superior	Not observed

Give a specific example of an experience you provided the student teacher which helped her achieve this objective.

- J. Indicate the level of achievement in: INTERPRETING RESULTS OF HOME VISITS, CONFERENCES, CLASS CONTACTS AS A MEANS OF INCREASING UNDERSTANDING OF PUPILS, FAMILIES AND COMMUNITY.

ACHIEVEMENT LEVEL (check)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0-1	2-3	4-5	6
None to little	Average	Above average to superior	Not observed

Give a specific example of an experience you provided the student teacher which helped her achieve this objective.

- K. Indicate the level of achievement attained in: USING A DEPARTMENT BUDGET IN PLANNING FOR LEARNING EXPERIENCES AND KEEPING FINANCIAL RECORDS.

ACHIEVEMENT LEVEL (check)

☐☐☐☐

0-1

2-3

4-5

6

None to
little

Average

Above average
to superiorNot
observed

Give a specific example of an experience you provided the student teacher which helped her achieve this objective.

- L. Indicate the level of achievement attained in: GUIDING OR INSTRUCTING PUPILS IN THE SELECTION, CARE AND USE OF DEPARTMENT EQUIPMENT AND SUPPLIES.

ACHIEVEMENT LEVEL (check)

☐☐☐☐

0-1

2-3

4-5

6

None to
little

Average

Above average
to superiorNot
observed

Give a specific example of an experience you provided the student teacher which helped her achieve this objective.

- M. Indicate the level of achievement in: VERBALLY IDENTIFYING SIGNIFICANT NEEDS, INTERESTS, PERSONAL AND HOME PROBLEMS OF PUPILS AND RELATING TO THE UNIT TAUGHT.

ACHIEVEMENT LEVEL (check)

☐☐☐☐

0-1

2-3

4-5

6

None to
little

Average

Above average
to superiorNot
observed

Give a specific example of an experience you provided the student teacher which helped her achieve this objective.

N. Indicate the level of achievement in: ASSUMING SOME OF THE RESPONSIBILITIES OF AN FHA CHAPTER ADVISER.

ACHIEVEMENT LEVEL (check)

☐ 0-1

☐ 2-3

☐ 4-5

☐ 6

None to little

Average

Above average to superior

Not observed

Give a specific example of an experience you provided the student teacher which helped her achieve this objective.

O. Indicate the level of achievement in: **contacting** AND/OR WORKING WITH COUNTY HOME ECONOMISTS AND AGENCIES RELATED TO FAMILIES WHEN FEASIBLE.

ACHIEVEMENT LEVEL (check)

☐ 0-1

☐ 2-3

☐ 4-5

☐ 6

None to little

Average

Above average to superior

Not observed

Give a specific example of an experience you provided the student teacher which helped her achieve this objective.

P. Indicate the level of achievement in: DEMONSTRATING COMPETENCE IN THE ESSENTIAL SKILLS OF MAINTAINING A HOME.

ACHIEVEMENT LEVEL (check)

☐ 0-1

☐ 2-3

☐ 4-5

☐ 6

None to little

Average

Above average to superior

Not observed

Give a specific example of an experience you provided the student teacher which helped her achieve this objective.

- Q. Indicate the level of achievement attained in:
 ASSISTING WITH THE PLANNING
 OF ACTIVITIES FOR A FUTURE
 HOMEMAKERS OF AMERICA ORGA-
 NIZATION.

ACHIEVEMENT LEVEL (check)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0-1	2-3	4-5	6
None to little	Average	Above average to superior	Not observed

Give a specific example of an experience you provided the student teacher which helped her achieve this objective.

- R. Indicate the level of achievement attained in:
 APPLYING THE CHARACTERIS-
 TICS OF FAMILIES IN THE
 COMMUNITY AND GENERAL
 TRENDS IN FAMILY LIFE TO
 AN EVALUATION OF THE TOTAL
 HOME ECONOMICS PROGRAM.

ACHIEVEMENT LEVEL (check)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0-1	2-3	4-5	6
None to little	Average	Above average to superior	Not observed

Give a specific example of an experience you provided the student teacher which helped her achieve this objective.

ART IV. REACTIONS AND SUGGESTIONS FOR STUDENT TEACHING IN HOME ECONOMICS

1. What do you want your student teachers to learn about most while they are student teaching? _____

2. What are some of the strengths and weaknesses of the M.S.U. home economics student teachers when they arrive for student teaching?
 Strengths. _____

 Weaknesses. _____

3. What kinds of additional preparations are needed at the University to make home economics students more ready for student teaching? _____

4. How frequently did you come in personal contact with the resident college coordinator during the student teaching term? _____

 Was this an adequate amount of time, considering your student teaching situation? Yes _____ No _____
 If no, describe _____

5. Did your student teacher ever indicate a desire to visit with or talk over concerns with the college home economics methods teacher during student teaching? Yes _____ No _____
 If yes, please describe _____

6. Did your student teacher ever indicate a desire to visit with or talk over concerns with the university academic advisor during the student teaching experience? Yes _____ No _____

If yes, please describe _____

7. Should supervising teachers (college coordinators) have more communication contacts with the subject matter teacher educator at the University than at the present time? Yes _____ No _____

If yes, describe types of contacts needed _____

8. What are the contributions the home economics education staff at the University can make to student teaching in home economics? _____

9. What are your most satisfying and dissatisfying experiences as a supervising teacher (college coordinator) of student teachers?

Satisfying _____

Dissatisfying _____

10. If you were in the top decision-making position and had all the resources available to you--time, money, talent, energy, and technology--what would be your description of the ideal home economics student teaching experience?

Date _____

APPENDIX F

A SURVEY OF COORDINATORS OF STUDENT TEACHING:
OPINIONS AND IDEAS RELATED TO STUDENT
TEACHING IN HOME ECONOMICS AT
MICHIGAN STATE UNIVERSITY

Michigan State University
Department of Secondary Education
and Curriculum
Home Economics Education Study

Research Project funded by:
The Division of Vocational Education
State Department of Education
Lansing, Michigan

A Survey of Coordinators of Student Teaching:
Opinions and Ideas Related to Student Teaching in
Home Economics at Michigan State University

PART I. BACKGROUND INFORMATION. Please complete the following information:

- a. Coordinating Center _____
- b. Undergraduate major _____
Master's major _____
Doctoral major _____
- c. Highest degree earned (check) Bachelor's _____
Master's _____
Doctor's _____
- d. Years of experience as a coordinator
of student teachers. _____
- e. Number of different home economics
supervising teachers you have worked
with while a coordinator (check) none _____
one-two _____
three-five _____
six or more _____
- f. Number of home economics student
teachers you have ever super-
vised. (check) none _____
one-two _____
three-five _____
six-ten _____
eleven or _____
more _____
- g. Number of other universities placing
student teachers in your center.
(check) MSU only _____
one other _____
two or more _____

- j. Number of home economics student teachers you have supervised Winter Term, 1969.
- | | |
|--------------|-------|
| one | _____ |
| two | _____ |
| three | _____ |
| four | _____ |
| five or more | _____ |

- k. Did other part-time coordinators help supervise the home economics student teachers during Winter Term, 1969? yes _____
no _____

PART II. CLASSIFICATION OF STUDENT TEACHER OBJECTIVES INTO PRIORITY LEVELS
FOR A HOME ECONOMICS STUDENT TEACHING EXPERIENCE.

Directions: The following objectives are the nineteen unique home economics student teaching objectives selected by a national sample of home economics teacher educators.

Read each student teacher objective and determine the priority level the objective should have for home economics student teaching. If you believe the objective is very important for student teaching label the objective with a "1". If the objective is of medium importance to the student teaching experience label the objective with a "2". If the objective is not critical to home economics student teaching or could be learned through some other educational experience, indicate by marking it "3". Place either 1, 2, or 3 in front of each objective in the space provided. To summarize--

- 1 - High priority for student teaching
- 2 - Medium priority for student teaching
- 3 - Low priority for student teaching

- _____ a. Visits a school lunch program to analyze its relationships to the department.
- _____ b. Plans and provides learning experiences based on knowledge of the representative types of families in the community.
- _____ c. Integrates into teaching plans and activities knowledge from relevant disciplines and fields as it focuses on family life.
- _____ d. Approaches a lesson visualizing the relationship of topics to the meaning and quality of family life.
- _____ e. Interprets the department's program to the community through home visits, experiences with parents, talks in community, exhibits in downtown area.
- _____ f. Suggests and guides pupils to plan for home experiences and helps evaluate learnings.
- _____ g. Evaluates FHA experiences in a local situation.
- _____ h. Plans and carries out thought-provoking, problem-solving activities related to the realistic concerns the pupils have for family life.
- _____ i. Interprets the observations of one or more home visits.

- _____ j. Interprets results of home visits, conferences, class contacts as a means of increasing understanding of pupils, families and community.
- _____ k. Uses a department budget in planning for learning experiences and keeps financial records.
- _____ l. Guides or instructs pupils in the selection, care and use of department equipment and supplies.
- _____ m. Verbally identifies significant needs, interests, personal and home problems of pupils and relates to the unit taught.
- _____ n. Assumes some of the responsibilities of an FHA chapter adviser.
- _____ o. Contact and/or works with county home economists and agencies related to families when feasible.
- _____ p. Demonstrates competence in the essential skills of maintaining a home.
- _____ q. Assists with the planning of activities for a Future Homemakers of America Organization.
- _____ r. Applies the characteristics of families in the community and general trends in family life to an evaluation of the total program.

PART III. IDENTIFICATION OF LEARNING EXPERIENCES TO ACHIEVE UNIQUE HOME ECONOMICS STUDENT TEACHING OBJECTIVES.

Directions: The questions below refer to the student teaching objectives you responded to in Part II. React to each objective in two ways:

- Indicate to what extent you provided learning experiences for winter term home economics student teachers related to achieving the objectives.
- Give a specific example of an experience you provided the winter term home economics student teachers which helped them achieve the objectives. If you did not provide a learning experience related to achieving the objectives, leave the description part blank.

Example One:

Did you provide winter term home economics student teachers with learning experiences related to: BASING THOUGHTS AND ACTIONS ON A PHILOSOPHY OF LIFE, PHILOSOPHY OF EDUCATION, AND A PHILOSOPHY OF HOME ECONOMICS?

(check)

☐

None

☐

One

☒

Two or more

Give a specific example of an experience you provided winter term home economics student teachers which helped them achieve this objective.

See question 1, the student.
Teacher was given an opportunity
to share their personal philosophies
of teaching. They could try out
their ideas in the classroom.

Example Two

Did you provide winter term home economics student teachers with learning experiences related to: PLANNING AND PROVIDING SOME WORTH-WHILE LEARNING EXPERIENCES FOR ADULTS?

(check)

☒

None

☐

One

☐

Two or more

Give a specific example of an experience you provided winter term home economics student teachers which helped them achieve this objective.

Learning experience
is provided by the
supervising teacher in
real instances.

PLEASE RESPOND TO BOTH PARTS OF EACH ITEM BELOW:

- A. Did you provide winter term home economics student teachers with learning experiences related to: VISITING A SCHOOL LUNCH PROGRAM TO ANALYZE ITS RELATIONSHIPS TO THE DEPARTMENT.

(Check)

☐

None

☐

One

☐

Two or more

Give a specific example of an experience you provided winter term home economics student teachers which helped them achieve this objective.

- B. Did you provide winter term home economics student teachers with learning experiences related to: PLANNING AND PROVIDING LEARNING EXPERIENCES BASED ON KNOWLEDGE OF THE REPRESENTATIVE TYPES OF FAMILIES IN THE COMMUNITY.

(check)

☐

None

☐

One

☐

Two or more

Give a specific example of an experience you provided winter term home economics student teachers which helped them achieve this objective.

- C. Did you provide winter term home economics student teachers with learning experiences related to: INTEGRATING INTO TEACHING PLANS AND ACTIVITIES KNOWLEDGE FROM RELEVANT DISCIPLINES AND FIELDS AS IT FOCUSES ON FAMILY LIFE.

(check)

☐

None

☐

One

☐

Two or more

Give a specific example of an experience you provided winter term home economics student teachers which helped them achieve this objective.

D. Did you provide winter term home economics student teachers with learning experiences related to: APPROACHING A LESSON VISUALIZING THE RELATIONSHIP OF TOPICS TO THE MEANING AND QUALITY OF FAMILY LIFE.

(check)

☐

None

☐

One

☐

Two or more

Give a specific example of an experience you provided winter term home economics student teachers which helped them achieve this objective.

E. Did you provide winter term home economics student teachers with learning experiences related to: INTERPRETING THE DEPARTMENT'S PROGRAM TO THE COMMUNITY THROUGH HOME VISITS, EXPERIENCES WITH PARENTS, TALKS IN COMMUNITY, EXHIBITS IN DOWNTOWN AREA.

(check)

☐

None

☐

One

☐

Two or more

Give a specific example of an experience you provided winter term home economics student teachers which helped them achieve this objective.

F. Did you provide winter term home economics student teachers with learning experiences related to: SUGGESTING AND GUIDING PUPILS TO PLAN FOR HOME EXPERIENCES AND HELPING EVALUATE LEARNINGS.

(check)

☐

None

☐

One

☐

Two or more

Give a specific example of an experience you provided winter term home economics student teachers which helped them achieve this objective.

G. Did you provide winter term home economics student teachers with learning experiences related to: EVALUATING FHA EXPERIENCES IN A LOCAL SITUATION.

(check)

☐

None

☐

One

☐

Two or more

Give a specific example of an experience you provided winter term home economics student teachers which helped them achieve this objective.

H. Did you provide winter term home economics student teachers with learning experiences related to: PLANNING AND CARRYING OUT THOUGHT-PROVOKING, PROBLEM-SOLVING ACTIVITIES RELATED TO THE REALISTIC CONCERNS THE PUPILS HAVE FOR FAMILY LIFE.

(check)

☐

None

☐

One

☐

Two or more

Give a specific example of an experience you provided winter term home economics student teachers which helped them achieve this objective.

I. Did you provide winter term home economics student teachers with learning experiences related to: INTERPRETING THE OBSERVATIONS OF ONE OR MORE HOME VISITS.

(check)

☐

None

☐

One

☐

Two or more

Give a specific example of an experience you provided winter term home economics student teachers which helped them achieve this objective.

- J. Did you provide winter term home economics student teachers with learning experiences related to: INTERPRETING RESULTS OF HOME VISITS, CONFERENCES, CLASS CONTACTS AS A MEANS OF INCREASING UNDERSTANDING OF PUPILS, FAMILIES AND COMMUNITY.

(check)

☐

None

☐

One

☐

Two or more

Give a specific example of an experience you provided winter term home economics student teachers which helped them achieve this objective.

- K. Did you provide winter term home economics student teachers with learning experiences related to: USING A DEPARTMENT BUDGET IN PLANNING FOR LEARNING EXPERIENCES AND KEEPING FINANCIAL RECORDS.

(check)

☐

None

☐

One

☐

Two or more

Give a specific example of an experience you provided winter term home economics student teachers which helped them achieve this objective.

- L. Did you provide winter term home economics student teachers with learning experiences related to: GUIDING OR INSTRUCTING PUPILS IN THE SELECTION, CARE AND USE OF DEPARTMENT EQUIPMENT AND SUPPLIES.

(check)

☐

None

☐

One

☐

Two or more

Give a specific example of an experience you provided winter term home economics student teachers which helped them achieve this objective.

M. Did you provide winter term home economics student teachers with learning experiences related to: VERBALLY IDENTIFYING SIGNIFICANT NEEDS, INTERESTS, PERSONAL AND HOME PROBLEMS OF PUPILS AND RELATING TO THE UNIT TAUGHT.

(check)

☐

None

☐

One

☐

Two or more

Give a specific example of an experience you provided winter term home economics student teachers which helped them achieve this objective.

N. Did you provide winter term home economics student teachers with learning experiences related to: ASSUMING SOME OF THE RESPONSIBILITIES OF AN FHA CHAPTER ADVISER.

(check)

☐

None

☐

One

☐

Two or more

Give a specific example of an experience you provided winter term home economics student teachers which helped them achieve this objective.

O. Did you provide winter term home economics student teachers with learning experiences related to: CONTACTING AND/OR WORKING WITH COUNTY HOME ECONOMISTS AND AGENCIES RELATED TO FAMILIES WHEN FEASIBLE.

(check)

☐

None

☐

One

☐

Two or more

Give a specific example of an experience you provided winter term home economics student teachers which helped them achieve this objective.

P. Did you provide winter term home economics student teachers with learning experiences related to: DEMONSTRATING COMPETENCE IN THE ESSENTIAL SKILLS OF MAINTAINING A HOME.

(check)

☐

None

☐

One

☐

Two or more

Give a specific example of an experience you provided winter term home economics student teachers which helped them achieve this objective.

Q. Did you provide winter term home economics student teachers with learning experiences related to: ASSISTING WITH THE PLANNING OF ACTIVITIES FOR A FUTURE HOMEMAKERS OF AMERICA ORGANIZATION.

(check)

☐

None

☐

One

☐

Two or more

Give a specific example of an experience you provided winter term home economics student teachers which helped them achieve this objective.

R. Did you provide winter term home economics student teachers with learning experiences related to: APPLYING THE CHARACTERISTICS OF FAMILIES IN THE COMMUNITY AND GENERAL TRENDS IN FAMILY LIFE TO AN EVALUATION OF THE TOTAL HOME ECONOMICS PROGRAM.

(check)

☐

None

☐

One

☐

Two or more

Give a specific example of an experience you provided winter term home economics student teachers which helped them achieve this objective.

ART IV. REACTIONS AND SUGGESTIONS FOR STUDENT TEACHING IN HOME ECONOMICS

1. What do you want your student teachers to learn about most while they are student teaching? _____

2. What are some of the strengths and weaknesses of the M.S.U. home economics student teachers when they arrive for student teaching?

Strengths. _____

Weaknesses. _____

3. What kinds of additional preparations are needed at the University to make home economics students more ready for student teaching? _____

4. How frequently did you come in personal and/or group contact with the supervising teachers and student teachers during the term? _____

What is the ideal time a coordinator should spend with supervising teachers and student teachers? _____

5. Should student teachers visit with the subject matter methods teachers (or other college of education specialists) during student teaching?

Yes _____ No _____

Support your answer _____

6. Should supervising teachers or college coordinators have more communication contacts with the subject matter teacher educator at the University than at the present time? Yes _____ No _____

Describe types of contacts needed _____

7. What are the contributions the home economics education staff at the University can make to student teaching in home economics? _____
- _____
- _____
- _____

8. What are your most satisfying and dissatisfying experiences as a coordinator of supervising teachers and student teachers in home economics?

Satisfying _____

Dissatisfying _____

9. If you were in the top decision-making position and had all the resources available to you--time, money, talent, energy, and technology--what would be your description of the ideal home economics student teaching experience?
- _____
- _____
- _____
- _____
- _____
- _____

Date _____

APPENDIX G

A STUDENT TEACHER APPRAISAL OF THE HOME ECONOMICS
STUDENT TEACHING EXPERIENCE AT
MICHIGAN STATE UNIVERSITY

Michigan State University
Department of Secondary Education
and Curriculum
Home Economics Education Study

Research Project Funded by:
The Division of Vocational
Education
State Department of Education
Lansing, Michigan

A Student Teacher Appraisal of the
Home Economics Student Teaching Experience
At Michigan State University

PART I. BACKGROUND INFORMATION. Please complete the following
information:

- a. Name of school where you student taught _____
School Address _____
- b. Term and year you student taught _____
- c. Undergraduate major _____
Undergraduate minor _____
- d. With how many supervising teachers were you placed? (check) one _____
two _____
three or more _____
- e. Did you teach any mixed (boys and girls) home economics classes? (check) yes _____
no _____
- f. Of the home economics classes you taught, what was the approximate number of students in your smallest and largest classes? smallest class _____
largest class _____
- g. When you were a high school student, in which grade levels did you have home economics? (check the grade level or levels) no grade level _____
7th _____ 10th _____
8th _____ 11th _____
9th _____ 12th _____
- h. How many years were you a member of a high school FHA organization? (check) none _____
one _____
two _____
three or more _____
- i. How many years were you a member of a 4-H organization? (check) none _____
one _____
two _____
three or more _____

- j. The curriculum areas usually included in a home economics program in the public schools in Michigan are listed below. To the right are the levels of instruction in the school program where home economics is offered in Michigan schools. Check the curriculum areas you observed or participated in during the student teaching period. Also check those curriculum areas you participated in with any other regular teacher in the school system.

Curriculum Areas In Home Economics	Grade Level						
	7th	8th	9th	10th	11th	12th	Adults
(1) Child Development							
(2) Family Life							
(3) Clothing and Textiles							
(4) Foods and Nutrition							
(5) Health and Home Nursing							
(6) Housing, Home Furnishings and Equipment							
(7) Home Management							
(8) Consumer Education							
(9) Education for Employment (Briefly describe in this space)							
(10) FHA							
(11) Home Experience Program							
(12) Other: (Briefly list in this space)							

PART II.

IDENTIFICATION OF LEARNING EXPERIENCES TO ACHIEVE
UNIQUE HOME ECONOMICS STUDENT TEACHING OBJECTIVES.

Direction: Below are a list of objectives which a number of home economics teacher educators have agreed are unique to home economics student teaching. That is, student teachers in other fields are not involved in achieving these objectives as are home economics student teachers.

Read each objective and react to them in two ways:

- a) Rate yourself as to the level you believe you have reached in achieving the objective, and
- b) give a specific example of an experience you had during student teaching which helped you achieve the objective. If you have not had a student teaching experience related to achieving the objective, please indicate this on the description lines. The rating scale and two example items are included below.

The rating scale for evaluating the level of achievement you have reached at the end of student teaching is as follows:

- 0-1 I have attained little, if any, achievement of the objective at the end of the student teaching experience.
- 2-3 I have attained average achievement of the objective at the end of the student teaching experience.
- 4-5 I have attained above average to superior achievement of the objective at the end of the student teaching experience.

Example One

Indicate your level of achievement in: BASING THOUGHTS AND ACTIONS ON A PHILOSOPHY OF LIFE, PHILOSOPHY OF EDUCATION, AND A PHILOSOPHY OF HOME ECONOMICS

Give a specific example of a student teaching experience which helped you achieve this objective. (If no experience, then indicate this)

ACHIEVEMENT LEVEL (check)

☐ 0-1

☒ 2-3

☐ 4-5

None to little

Average

Above average to superior

(description) *My supervising teacher encouraged me to develop lessons around what I thought was important to teach. Sometimes we discussed the importance of the topic for my pupils.*

Example Two

Indicate your level of achievement in: PLANNING AND PROVIDING SOME WORTHWHILE LEARNING EXPERIENCES FOR ADULTS.

ACHIEVEMENT LEVEL (check)

☒ 0-1

☐ 2-3

☐ 4-5

None to little

Average

Above average to superior

Give a specific example of a student teaching experience which helped you achieve this objective. (If no experience, then indicate this)

(description) *No learning experience was provided related to achieving this objective. Home economics was not teaching adult classes at that time.*

* * * * *

PLEASE RESPOND TO BOTH PARTS OF EACH ITEM BELOW:

A. Indicate your level of achievement in: VISITING A SCHOOL LUNCH PROGRAM TO ANALYZE ITS RELATIONSHIP TO THE DEPARTMENT.

ACHIEVEMENT LEVEL (check)

☐ 0-1

☐ 2-3

☐ 4-5

None to little

Average

Above average to superior

Give a specific example of a student teaching experience which helped you achieve this objective. (If no experience, then indicate this)

B. Indicate your level of achievement in: PLANNING AND PROVIDING LEARNING EXPERIENCES BASED ON KNOWLEDGE OF THE REPRESENTATIVE TYPES OF FAMILIES IN THE COMMUNITY.

ACHIEVEMENT LEVEL (check)

☐ 0-1

☐ 2-3

☐ 4-5

None to little

Average

Above average to superior

Give a specific example of a student teaching experience which helped you achieve this objective. (If no experience, then indicate this)

C. Indicate your level of achievement in: INTEGRATING INTO TEACHING PLANS AND ACTIVITIES KNOWLEDGE FROM RELEVANT DISCIPLINES AND FIELDS AS IT FOCUSES ON FAMILY LIFE.

ACHIEVEMENT LEVEL (check)

☐ 0-1

☐ 2-3

☐ 4-5

None to

Average

Above average to superior

Give a specific example of a student teaching experience which helped you achieve this objective. (If no experience, then indicate this)

D. Indicate your level of achievement in: APPROACHING A LESSON VISUALIZING THE RELATIONSHIP OF TOPICS TO THE MEANING AND QUALITY OF FAMILY LIFE.

ACHIEVEMENT LEVEL (check)

☐ 0-1

☐ 2-3

☐ 4-5

None to little

Average

Above average to superior

Give a specific example of a student teaching experience which helped you achieve this objective. (If no experience, then indicate this)

- E. Indicate your level of achievement in: INTERPRETING THE DEPARTMENT'S PROGRAM TO THE COMMUNITY THROUGH HOME VISITS, EXPERIENCES WITH PARENTS, TALKS IN COMMUNITY, BROADCASTS IN DOWNTOWN AREA.

ACHIEVEMENT LEVEL (check)

☐ 0-1

☐ 2-3

☐ 4-5

None to little

Average

Above average to superior

Give a specific example of a student teaching experience which helped you achieve this objective. (If no experience, then indicate this)

- F. Indicate your level of achievement in: SUGGESTING AND GUIDING PUPILS TO PLAN FOR HOME EXPERIENCES AND HELPING EVALUATE LEARNINGS.

ACHIEVEMENT LEVEL (check)

☐ 0-1

☐ 2-3

☐ 4-5

None to little

Average

Above average to superior

Give a specific example of a student teaching experience which helped you achieve this objective. (If no experience, then indicate this)

- G. Indicate your level of achievement in: EVALUATING FHA EXPERIENCES IN A LOCAL SITUATION.

ACHIEVEMENT LEVEL (check)

☐ 0-1

☐ 2-3

☐ 4-5

None to little

Average

Above average to superior

Give a specific example of a student teaching experience which helped you achieve this objective. (If no experience, then indicate this)

H. Indicate your level of achievement in: PLANNING AND CARRYING OUT THOUGHT-PROVOKING, PROBLEM-SOLVING ACTIVITIES RELATED TO THE REALISTIC CONCERNS THE PUPILS HAVE FOR FAMILY LIFE.

ACHIEVEMENT LEVEL (check)

0-1

None to
little

2-3

Average

4-5

Above average
to superior

Give a specific example of a student teaching experience which helped you achieve this objective. (If no experience, then indicate this)

I. Indicate your level of achievement in: INTERPRETING THE OBSERVATIONS OF ONE OR MORE HOME VISITS.

ACHIEVEMENT LEVEL (check)

0-1

None to
little

2-3

Average

4-5

Above average
to superior

Give a specific example of a student teaching experience which helped you achieve this objective. (If no experience, then indicate this)

J. Indicate your level of achievement in: INTERPRETING RESULTS OF HOME VISITS, CONFERENCES, CLASS CONTACTS AS A MEANS OF INCREASING UNDERSTANDING OF PUPILS, FAMILIES AND COMMUNITY.

ACHIEVEMENT LEVEL (check)

0-1

None to
little

2-3

Average

4-5

Above average
to superior

Give a specific example of a student teaching experience which helped you achieve this objective. (If no experience, then indicate this)

- K. Indicate your level of achievement in: USING A DEPARTMENT BUDGET IN PLANNING FOR LEARNING EXPERIENCES AND KEEPING FINANCIAL RECORDS.

ACHIEVEMENT LEVEL (check)

☐ 0-1

None to
little

☐ 2-3

Average

☐ 4-5

Above average
to superior

Give a specific example of a student teaching experience which helped you achieve this objective. (If no experience, then indicate this)

- L. Indicate your level of achievement in: GUIDING OR INSTRUCTING PUPILS IN THE SELECTION, CARE AND USE OF DEPARTMENT EQUIPMENT AND SUPPLIES.

ACHIEVEMENT LEVEL (check)

☐ 0-1

None to
little

☐ 2-3

Average

☐ 4-5

Above average
to superior

Give a specific example of a student teaching experience which helped you achieve this objective. (If no experience, then indicate this)

- M. Indicate your level of achievement in: VERBALLY IDENTIFYING SIGNIFICANT NEEDS, INTERESTS, PERSONAL AND HOME PROBLEMS OF PUPILS AND RELATING TO THE UNIT TAUGHT.

ACHIEVEMENT LEVEL (check)

☐ 0-1

None to
little

☐ 2-3

Average

☐ 4-5

Above average
to superior

Give a specific example of a student teaching experience which helped you achieve this objective. (If no experience, then indicate this)

N. Indicate your level of achievement in: ASSUMING SOME OF THE RESPONSIBILITIES OF AN FHA CHAPTER ADVISER.

ACHIEVEMENT LEVEL (check)

0-1

2-3

4-5

Give a specific example of a student teaching experience which helped you achieve this objective.
(If no experience, then indicate this)

None to little

Average

Above average to superior

O. Indicate your level of achievement in: CONTACTING AND/OR WORKING WITH COUNTY HOME ECONOMISTS AND AGENCIES RELATED TO FAMILIES WHEN FEASIBLE.

ACHIEVEMENT LEVEL (check)

0-1

2-3

4-5

Give a specific example of a student teaching experience which helped you achieve this objective.
(If no experience, then indicate this)

None to little

Average

Above average to superior

P. Indicate the level of achievement in: DEMONSTRATING COMPETENCE IN THE ESSENTIAL SKILLS OF MAINTAINING A HOME.

ACHIEVEMENT LEVEL (check)

0-1

2-3

4-5

Give a specific example of a student teaching experience which helped you achieve this objective.
(If no experience, then indicate this)

None to little

Average

Above average to superior

Q. Indicate the level of achievement in: ASSISTING WITH THE PLANNING OF ACTIVITIES FOR A FUTURE HOMEMAKERS OF AMERICA ORGANIZATION.

ACHIEVEMENT LEVEL (check)

☐ 0-1

None to little

☐ 2-3

Average

☐ 4-5

Above average to superior

Give a specific example of a student teaching experience which helped you achieve this objective. (If no experience, then indicate this)

R. Indicate your level of achievement in: APPLYING THE CHARACTERISTICS OF FAMILIES IN THE COMMUNITY AND GENERAL TRENDS IN FAMILY LIFE TO AN EVALUATION OF THE TOTAL HOME ECONOMICS PROGRAM.

ACHIEVEMENT LEVEL (check)

☐ 0-1

None to little

☐ 2-3

Average

☐ 4-5

Above average to superior

Give a specific example of a student teaching experience which helped you achieve this objective. (If no experience, then indicate this)

PART III. REACTIONS AND SUGGESTIONS FOR STUDENT TEACHING IN HOME ECONOMICS

1. What did you want to learn about most while you were student teaching?

2. What were some of your strengths and weaknesses as a home economics student teacher when you arrived for student teaching?

Strengths _____

Weaknesses _____

3. What kinds of additional preparations do you think would have made you more ready for student teaching?

4. How frequently did you come in personal and/or group contact with the college coordinator during the student teaching term? _____

Was this the "right" amount of time, considering your own personal student teaching situation? Yes _____ No _____

Support your answer _____

5. How frequently did you and your supervising teacher confer about teaching matters and class planning? (i.e. min./day or hours/week) _____

Was this enough time considering your personal needs and concerns?

Yes _____ No _____

Support your answer _____

6. Did you ever want to visit or talk over student teaching matters with the college home economics methods teacher (or other college home economics education staff) during student teaching? Yes _____ No _____

Support your answer _____

7. Did you ever want to visit or talk over concerns with the university academic advisor during the student teaching term? Yes _____ No _____

If yes, please describe _____

8. What were your most satisfying and dissatisfying experiences as a student teacher?

Satisfying _____

Dissatisfying _____

9. If you could change the student teaching experience in any way you wanted and had all the resources available to you -- time, money, talent, energy, technology, power position -- how would you set up an effective home economics student teaching program? _____

APPENDIX H

TYPES OF LEARNING EXPERIENCES IDENTIFIED AND NUMBER
OF UNIVERSITY COORDINATORS, HOME ECONOMICS
SUPERVISING TEACHERS AND HOME ECONOMICS
STUDENT TEACHERS WHO INDICATED THE
EXPERIENCES WERE PROVIDED FOR
ACHIEVING THE UNIQUE HOME
ECONOMICS STUDENT TEACH-
ING OBJECTIVES

TABLE H.1.--Types of learning experiences identified and number of university coordinators, home economics supervising teachers and home economics student teachers who indicated the experiences were provided for achieving the Unique Home Economics Student Teaching Objectives.

Types of Experiences Provided by the University Coordinator* (N=20)	Types of Experiences Provided by the Home Economics Supervising Teacher* (N=30)	Types of Experiences Received by the Student Teacher* (N=30)
Objective A. Visits a school lunch program to analyze its relationships to the department.		
1. No learning experience provided. (16)	1. No learning experience provided. (20)	1. No learning experience received. (13)
2. Guided student teachers into the cafeteria. (3)	2. Student teacher visited cafeteria and kitchen but did not analyze. (5)	2. Visited cafeteria only casually. (4)
3. Sent home economics student teachers to innercity breakfast program. (1)	3. Ate at cafeteria, talked with supervising teacher, evaluated menus and service. (2)	3. Ate in cafeteria. (4)
4. Discussed with student teacher about related occupational experiences in food service. Established close relationship with cafeteria. (1)	4. Student teacher and supervising teacher went to cafeteria to learn about ordering. (1)	4. School lunch program was closely related to department. (1)
	5. Picked up government surplus supplies from cafeteria. (1)	5. Visited cafeteria and inquired of other home economics teachers. (1)
	6. School lunch supervisor talked to students in class and showed the students the kitchen and cafeteria. (1)	6. Picked up free supplies from school cafeteria. (1)
	7. No connection between lunch program and Home Economics Department. (2)	7. Only relationship was figuring calories in school lunch. (1)
		8. Pupils in Foods and Nutrition participated in school lunch program. (1)
		9. Supervisor of lunch program showed slides to students and explained the program. (1)
		10. Knew lunch program existed but no correlation with Home Economics Department. (3)

Objective B. Plans and provides learning experiences based on knowledge of the representative types of families in the community.

1. No learning experience provided. (1) 1. No learning experience provided. (1) 1. No learning experience received. (5)
2. Talked about community characteristics in seminar discussions. (5) 2. Student teacher received information from supervising teacher. (7) 2. Discussed families in community with supervising teacher. (5)
3. Placed student teacher with a teacher who is well aware of community. (1) 3. Supervising teacher suggested student teacher do research into types of families in community. (1) 3. Did special reading on Negro and lower income families. (2)
4. Toured the community. (2) 4. Student teacher rode through various districts. (3) 4. Pupils were allowed choice of resource materials they would be best able to bring from home. (1)
5. Each student teacher reported on a community study he made. (1) 5. Planned field trips where pupils came in contact with other youngsters. (1) 5. Gaged learning experiences to average income in community. (3)
6. Field trips were made to various places in community. (2) 6. Checked records of pupils with counselors. (4) 6. Checked school records. (2)
7. Urged student teachers to participate in community activities. (2) 7. Student teacher talked with and observed pupils. (5) 7. Resource speaker talked on astronomy and space food, grooming, and talked on conditions of home. (1)
8. Resource people spoke to seminar class (i.e., guidance counselors, school administrators). (7) 8. Prepared a questionnaire (autobiographies) about individual pupil's family life. (2) 8. Pupils wrote autobiographies. (1)
9. Showed student teachers activities beyond the classroom. (1) 9. Student teacher sat in on parent meetings. (2) 9. Planned a field trip to compare different housing levels, to a store to look at toys, and to a laundromat. (1)
10. Required a case study of a student. (1) 10. Student teacher lived in community. (1) 10. Visited a pupil's home and talked with other parents. (1)
11. Encouraged student teacher to attend PTA meeting. (2) 11. Community like her home community and understood the youngsters already. (2) 11. Same type of community as grew up in. (1)
12. Urged home visits with one-half day to do it. (2) 12. Student teacher planned learning experiences and discussed with supervising teacher. (1) 12. In planning a teaching unit, related units to interests and types of opportunities available (7)

1

TABLE H.1.--continued.

Types of Experiences Provided by the University Coordinator* (N=20)	Types of Experiences Provided by the Home Economics Supervising Teacher* (N=30)	Types of Experiences Received by the Student Teacher* (N=30)
Objective B. continued.		
13. Student teacher learned of the type of people in the neighborhood. (1)	13. Student teacher worked with pupils individually. (5)	13. Slow learners were given individual help. (1)
14. Student teacher was to spend time talking to school people about problems. (2)	14. Student teacher used subjective judgment and realized the type of pupils through teaching in class. (1)	14. Friendship with social science teacher who taught an assimilation game on this topic. (1)
15. Student teacher visited other schools in center. (1)	15. No direct contact with community. (1)	15. Used only intuition. (1)
16. Conference with student teachers about student problems. (1)	16. Student teacher had limited knowledge and experience in understanding youngsters. (1)	16. Learning experiences directed to one type of individual (clothing). (1)
17. Home economics student teachers formed group discussions in seminar. (2)	17. Student teacher did not discuss this with supervising teacher. (1)	17. Program in this situation was already formulated and taught regardless of who was in her class. (1)
		18. Did nothing in family-life area. (1)
Objective C. Integrates into teaching plans and activities knowledge from relevant disciplines and fields as it focuses on family life.		
1. No learning experiences provided. (9)	1. No learning experiences provided. (4)	1. No learning experiences received. (5)
2. Reading material presented on the innercity life of youngsters. (1)	2. Student teacher used resource material from other disciplines to prepare lessons. (1)	2. Did reading in several areas for this class (F.L.), finances, drugs, V.D., sociology. (1)
3. Used interdisciplinary approach and showed relationships to other disciplines. (1)	3. Used sociology and psychology background in teaching classes. (4)	3. Sociology, psychology, art, and humanities background helped in several teaching areas (housing, child development, sex education). (4)

Objective C. continued.

4. Related to the different disciplines in seminar discussions or individual conferences. (6)
5. Seminar objectives related to human behavior, communication, lesson planning, motivation, reinforcement. (2)
6. Student teacher was to visit other classrooms. (1)
7. Use of resource people in seminar. (1)
8. Student teacher works in minor subject area. (1)
9. Home visitations made. (1)
4. Drew upon related resources and disciplines--health education, art principles, mathematics, housing, finance, nutrition. (11)
5. Connected economic level, consumer education needs, and social pressures to classes. (2)
6. Student teacher was well-versed and endowed with resource materials. (2)
7. Drew on personal experiences and related to class. (3)
8. Special problems of pupils were helped by student teacher. (2)
9. Insecure with subject matter in some areas. (2)
4. In teaching unit, drew upon related resources and disciplines--films, speakers, cultural customs, nurse, social worker, nursery school teacher, health texts, food packaging laws, group interaction theory, heredity and genetics, and consumer buying. (7)
5. In a unit on nutrition used a rat experiment in collaboration with biology and in a laundry unit tested water from students' homes. (1)
6. Only time for a short introduction to family life. (3)
7. Little mention of anything beyond foods, clothing, or child development. (2)
8. Interrelated subject matter within home economics. (2)
9. No answer. (1)

Objective D. Approaches a lesson visualizing the relationship of topics to the meaning and quality of family life.

1. No learning experiences provided. (9)
2. Student teachers make (teaching) plans to fit the needs of their pupils. (2)
3. Cultural and economic levels in which student teacher is operating is explained to the student teacher. (1)
4. Presented general planning principles and a variety of materials related to meaningful activities for life. (2)
1. No learning experience provided. (1)
2. Student teacher planned lessons related to the families of the students. (20)
3. Student teacher used current references about family life, e.g., heredity and social changes. (1)
4. Coached student teacher when writing a unit. (1)
1. No learning experience received. (5)
2. Related lessons to the pupils' family needs. (15)
3. Quality of family life was a by-product of teaching clothing. (1)
4. Supervising teacher stressed the importance of meaningful and practical learnings for the classroom. (1)

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TABLE H.1.1--Continued.

Types of Experiences Provided by the University Coordinator* (N=20)	Types of Experiences Provided by the Home Economics Supervising Teacher* (N=30)	Types of Experiences Received by the Student Teacher* (N=30)
Objective D. continued		
5. Presented reading material on innercity life of youngsters. (1)	5. Presented reading materials to student teacher. (1)	5. Discussed many topics the pupils were interested in (drugs, pre- marital sex) in context with the family. (1)
6. Individual discussion of observed lesson with student teacher. (2)	6. Through personal conversations related unanticipated things about family life. (1)	6. Related each curriculum area to all other curriculum areas. (1)
7. Seminar objectives relate to human behavior, communications, and lesson planning. (1)	7. Student teacher placed high priority on happy family life and integrated this philosophy in teaching. (1)	7. Used resource person from juvenile home to show aspects of family life. (1)
8. One seminar is devoted to special education and the role of parents in special education program. (1)	8. Student teacher used community resource people, reflecting family needs. (1)	8. The supervising teacher did not encourage showing relationships to quality family life. (1)
9. Assist student individually in planning lessons. (1)	9. Student teacher had difficulty relat- ing family relationships to students. Did not understand makeup of students. (2)	9. Used role playing techniques, panel discussions to relate problems in families. (3)
10. Some parents come to seminar to discuss discipline and problem children. (1)	10. Student teacher used surveys to learn more about students' families. (2)	10. No answer. (1)
11. Student teacher visited other classrooms. (1)		
Objective E. Interprets the department's program to the community through home visits, experiences with parents, talks in community, exhibits in downtown area.		
1. No learning experience provided. (12)	1. No learning experience provided. (15)	1. No learning experience received. (18)
2. Through individual conferences with student teacher. (1)	2. Direct conversations with student teacher. (1)	2. No stress on community, the pro- gram was already set. (1)

Objective E. continued.

3. Student teacher attended PTA meetings and met parents. (4)
4. Student teacher made field trip to local establishments. (1)
5. Student teacher was encouraged to use school building bulletin boards. (2)
6. Student teacher interpreted student teaching program to community. (1)
7. Student teacher attended community and parents meetings. (1)
8. Encouraged student teacher to put exhibits in town stores. (1)
3. Student teacher participated in PTA meetings, open house, parent teas, parent-teacher conferences. (9)
4. Student teacher made contacts with local industries and businesses. (1)
5. At parents' meeting, the student teacher explained her responsibilities. (1)
6. The student teacher lived in the community and had some effect on the community. (1)
7. Student teacher helped sponsor out of school activities. (2)
8. Encouraged student teacher to write article for newspaper to explain school home economics program. (1)
9. Student teacher phoned parents regarding progress of pupils, planning home experiences, home visits. (4)
3. Talked to parents at open house, parent teacher conferences, desert luncheon, PTA meetings. (7)
4. Called on many resource people in the community and explained program to them. (5)
5. Gave an 8th grade parent orientation talk. (1)
6. Talked to people informally in the community. (1)
7. Visited other community programs. (1)
8. Made a community Easter exhibit. (1)
9. Visited student's home. (1)

Objective F. Suggests and guides pupils to plan for home experiences and helps evaluate learnings.

1. No learning experience provided. (15)
2. Encouraged student teacher to get pupils involved in planning activities. (1)
3. Seminar discussions where home economics student teachers are in group discussion. (1)
4. Individual conference with student teacher. (1)
1. No home experience provided. (17)
2. Student teacher encouraged pupils try new learnings at home; cleaning drawers, sewing, making new foods, making things for mothers and sisters, observing children. (7)
3. Student teacher planned and evaluated home projects. (6)
1. Did not have home experiences. (14)
2. Suggested projects the pupils might do on their own. (3)
3. Provided a home experience with parents' evaluation. (4)
4. Required pupils to evaluate their own wardrobe, room lay outs. (3)

TABLE H.1.--continued.

Types of Experiences Provided by the University Coordinator* (N=20)	Types of Experiences Provided by the Home Economics Supervising Teacher* (N=30)	Types of Experiences Received by the Student Teacher* (N=30)
Objective F. continued.		
5. Home experiences was assigned project for home economics student teachers. (1)		5. Told pupils the purposes of class activities and how it related to home life. (1)
6. Seminar objectives relate to human behavior, communication, and lesson planning. (1)		6. Planning for home experiences was done on a personal level outside of the classroom. (2)
		7. Encouraged pupils to set their own standards and evaluate projects. (3)
Objective G. Evaluates FHA experiences in a local situation.		
1. No learning experience provided. (20)	1. No learning experience provided. (28)	1. No learning experience received. (27)
	2. Student teacher attended and helped in FHA meetings. (2)	2. FHA projects were carried out while student teaching. (3)
	3. Student teacher was in substitute club activity. (1)	
Objective H. Plans and carries out thought-provoking, problem-solving activities related to the realistic concerns the pupils have for family life.		
1. No learning experience provided. (3)	1. No learning experience provided. (2)	1. No learning experience received. (8)
2. Talk to student teacher about lesson planning applicable to pupil's levels, and giving pupils room for discussion of problems. (2)	2. Suggestions were given to the student teacher but not followed. (3)	2. Did not teach family life. (1)
3. Student teachers must provide realistic and meaningful experiences in verbal and non-verbal teaching behavior (1)	3. Student teacher planned problem solving experiences, essays, panels, group discussion, family groupings, class experiments, wardrobe planning, speakers, remodeling clothes, family life problems. (24)	3. Discussed relevant issues and problem, observed children, pupils, considered own background. (13)

Objective H. continued.

4. Encouraged student teacher to bring in resource people. (1)
5. Consulted with student teacher with unit planning. (1)
6. Stressed problem solving, discovery method with all student teachers. (7)
7. Objective relates to seminar objectives. (1)
8. Seminar discussion on controversial issues--all related to family life. (1)
9. Seminar discussions (motivation, individual differences). (3)
10. Going over student planning in individual conferences. (1)
11. Home economics student teachers observed other teachers. (1)

Objective I. Interprets the observation of one or more home visits.

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|---|--|---|
| 1. No learning experience provided. (16) | 1. No learning experience provided. (28) | 1. No learning experience received. (27) |
| 2. Through a case study, the student teacher made a home visit. (1) | 2. Student teacher visited in home. (3) | 2. Held conference with pupils and visited homes. (2) |
| 3. Seminar discussion on home visits. (2) | 3. Student teacher did a case study. (1) | 3. Prepared a case study. (1) |
| 4. Recommended a home visit be made. (2) | | 4. Had dinner with one of the pupils. (1) |
| 5. Interviewed school administration to learn about families. (1) | | |
| 6. Used guidance personnel. (1) | | |

TABLE H.1.--continued.

Types of Experiences Provided by the University Coordinator* (N=20)	Types of Experiences Provided by the Home Economics Supervising Teacher* (N=30)	Types of Experiences Received by the Student Teacher* (N=30)
Objective J. Interprets results of home visits, conferences, class contacts as a means of increasing understanding of pupils, families, and community.		
1. No learning experience provided. (4)	1. No learning experience provided. (3)	1. No experience received. (7)
2. Through seminar discussions on conducting conferences, interpreting parents comments. (8)	2. Student teacher participated in pupil conferences, parent conferences, school activities, and class contacts to better understand pupils, families, and communities. (23)	2. Understood pupils through class contacts, personal conversations with pupils, student conferences, and home visits. (18)
3. Through individual conference discussions with student teachers. (2)	3. Student teacher tried to analyze comments made by parents. (1)	3. Analyzed comments made with parents. (2)
4. Student teacher is to follow one student around all day. (1)	4. Student teacher consulted with counselor, principal, and supervising teacher on these matters. (8)	4. Talked with counselors and principals, did research in files of pupils, and talked with supervising teacher. (4)
5. Encourage student teacher to examine accumulative records of students and explains guidance counselors' relationship to teaching. (3)	5. Based understanding on case studies. (1)	5. No answer. (2)
6. Help student teacher analyze a difficult teaching situation. (1)	6. Student teacher did not try or know how to understand her pupils. (1)	
7. Show film relating home and school, "Thursday's Child." (1)		
8. Through seminar discussion with school counselors, school administration, and other personnel. (3)		
9. Student teachers engaged in parent conferences at all levels. (1)		
10. Student teacher did case study of two girls. (1)		
11. Discussed individual counseling cases with student teachers. (1)		

Objective K. Uses a department budget in planning for learning experiences and keeps financial records.

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| 1. No learning experiences provided. (18) | 1. No learning experience provided. (13) | 1. No experience received. (16) |
| 2. Probed with student teacher about her knowledge of the department budget. (1) | 2. Informed student teacher how budget works. (5) | 2. Discussed budget with supervising teacher. (1) |
| 3. Discussion of reasonable costs and amounts for instructional aids. (1) | 3. Student teacher kept financial records. (8) | 3. Kept financial records. (6) |
| | 4. Student teacher purchased and ordered food. (8) | 4. Made out grocery lists and went shopping. (5) |
| | 5. School budget is flexible, and everything is set-up. (2) | 5. Supervising teacher kept the records. (3) |
| | 6. Did not keep financial records but boys brought in some foods from home to economize. (1) | 6. Department budget was depleted, and brought in own resources. (1) |

Objective L. Guides or instructs pupils in the selection, care, and use of department equipment and supplies.

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| 1. No learning experience provided. (14) | 1. No learning experience provided. (2) | 1. No learning experience received. (3) |
| 2. Instructs student teacher on use of video-tape recorder and other visual aid equipment. (5) | 2. Student teacher taught pupils the use of the equipment and demonstrated care of equipment. (18) | 2. Taught proper use of equipment, demonstrated good procedures. (18) |
| 3. Lectured on safety in the classroom. (1) | 3. Student teacher did not train students well in care and use of equipment. (4) | 3. Daily encouraged pupils to handle equipment properly. (2) |
| | 4. Selected resource person to demonstrate use of range and use handouts. (2) | 4. Showed materials on safety and equipment. (2) |
| | 5. Student teacher helped check in kitchen units and equipment, and kitchen cleaning. (2) | 5. Set up guidelines and rules for pupils to follow. (3) |
| | 6. Student teacher instituted new rules on equipment care. (1) | 6. Had pupils help with clean-up. (2) |
| | 7. Worked on individual pupil basis rather than class demonstration. (1) | |

TABLE H.1.--continued.

Types of Experiences Provided by the University Coordinator* (N=20)	Types of Experiences Provided by the Home Economics Supervising Teacher* (N=30)	Types of Experiences Received by the Student Teacher* (N=30)
Objective M. Verbally identifies significant needs, interests, personal and home problems of pupils and relates to the unit taught.		
1. No learning experience provided. (3)	1. No learning experience provided. (6)	1. Discussed personal problems with students. (14)
2. Provided case study opportunity. (1)	2. Student teacher did a case study. (1)	2. Did a case study of a pupil. (1)
3. General discussion of community, student's interests, pre-testing. (4)	3. Class contacts provided background of pupils. (9)	3. Pupils felt free to talk about themselves. (2)
4. Making home visits with school nurse and attendance officer. (2)	4. Visited home of pupil to meet parents. (1)	4. Taught unit with no democratic participation of pupils. (1)
5. General discussion of planning and making lessons meaningful. (5)	5. Discussed with supervising teacher. (3)	5. Discussed with other teachers and supervising teacher. (2)
6. Through student teacher's use of accumulative records. (4)	6. Student teacher was not concerned with problems of pupils. (4)	6. Did not verbally relate problems, interests, concerns to the unit taught. (2)
7. Resource person in seminar from guidance-pupil personnel services. (7)	7. Through the unit the student teacher taught, which involved the pupils. (7)	7. Taught problems pupils would face through the units that were taught. (7)
8. Relates to seminar objectives. (2)	8. Student teacher used autobiographies, role playing, questionnaires to learn about students. (3)	8. Used skits, questionnaires. (2)
9. Student teachers were asked to write observation and evaluations of student problems. (1)	9. There was little opportunity provided to meet with pupils outside of classroom activities. (1)	
10. Discussed in individual conferences. (1)	10. Through evaluation of students, followed by re-teaching. (1)	
11. Student teacher toured the community. (1)		

Objective N. Assumes some of the responsibility of an FHA chapter adviser.

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| 1. No learning experience was provided. (13) | 1. No FHA in school. (28) | 1. No learning experience received. (29) |
| 2. Encouraged student teacher to participate in club activities. (4) | 2. Student teacher assumed total responsibility for chapter group meeting. () | 2. Home Economics Club experience. (1) |
| 3. Discussed other responsibilities of teacher with student teacher. (3) | 3. Student teacher went on field trip with FHA sponsored a dance. (2) | 3. Attended FHA meetings. (1) |
| 4. Told student teachers the activity of supervising teacher are the responsibility of student teachers. (1) | 4. Student teacher was given opportunity of which she did not choose. (1) | |

Objective O. Contact and/or work with county home economists and agencies related to families when feasible.

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|---|---|--|
| 1. No learning experience was provided. (12) | 1. No learning experience provided. (13) | 1. No learning experience received. (15) |
| 2. Identified to student teacher which organizations exist in the community. (1) | 2. Utilized organizations in the community county extension office, home economics meetings, mental health clinic, juvenile home, Red Cross, library, county health department, school nurse, gas company. (14) | 2. Contacted resource people in the community; school nurse home economists, county extension office, Consumer Power Company, school social worker. (15) |
| 3. Student teacher can use resource material from a community resource workshop. (1) | 3. Student teacher organized field trips in community. (3) | 3. Guest speakers were brought in the class; religious leaders, health department, finishing school, home economist, gas and electrical company, hair stylist. (7) |
| 4. Encourage student teacher to use outside resource people. (5) | 4. Used speakers from the community. (2) | 4. Read literature sent by companies. (1) |
| 5. Urge student teacher to meet other home economics teachers and programs in community (1) | 5. Encouraged student teacher to use community resources but she did not. (3) | |
| 6. Show slides on housing in the community. (1) | | |
| 7. Coordinator participated with student teacher and class on field trip. | | |

TABLE H.1.--continued.

Types of Experiences Provided by the University Coordinator* (N=20)	Types of Experiences Provided by the Home Economics Supervising Teacher* (N=30)	Types of Experiences Received by the Student Teacher* (N=30)
Objective P. Demonstrates competence in the essential skills of maintaining a home.		
1. No learning experience was provided. (18)	1. No experience provided. (7)	1. No opportunity for experience. (6)
2. Observe student teacher in skill performance in class observation. (1)	2. Student teacher demonstrated good housekeeping practices in class. (11)	2. Demonstrations and laboratory sessions were conducted. (9)
3. Through relating student teacher's class activities to personal experiences in home life. (1)	3. Student teacher was efficient and emphasized management. (2)	3. Emphasized value of maintaining a clean and safe home and keeping up with homemaking tasks. (6)
	4. Student teacher was weak in some skill areas and lacked confidence. (6)	4. Had little opportunity to emphasize homemaking responsibilities. (2)
	5. Student teacher discussed her home-making skills with the pupils. (5)	5. Used personal examples for class discussions. (2)
	6. Student teacher practiced skills when she did not know how. (1)	6. Timid in front of class and only demonstrated twice. (1)
	7. No answer. (1)	7. Asked supervising teacher for help. (1)
		8. Only taught skills of human relationships, not housekeeping skills.
		9. No answer. (1)
Objective Q. Assists with the planning of activities for a Future Homemakers of American organization.		
1. No learning experience provided. (15)	1. No learning experience was provided. (28)	1. No experience received. (29)
2. Student teacher participated in activities of supervising teacher. (3)	2. Student teacher helped plan FHA dance and international supper. (2)	2. FHA girls assisted with their own activities. (1)
3. Encouraged student teacher to plan club activities and check with her afterwards. (1)	3. Opportunity to assist FHA was available, but the student teacher did not participate (1).	

Objective Q. continued.

4. Discussed other responsibilities of teachers. (1)
5. Recommended student teacher assist with club activities. (1)

Objective R. Applies the characteristics of families in the community and general teachers in family life to an evaluation of the total home economics program.

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|---|---|---|
| 1. No learning experience provided. (4) | 1. No learning experience provided. (13) | 1. No learning experience received. (10) |
| 2. Had student teacher relate curriculum to the type of families in the community, but not evaluate the home economics program. (6) | 2. Student teacher helped plan new curriculum. (2) | 2. Many of the school's curriculum area need re-evaluation and have made some personal evaluations. (5) |
| 3. Took field trip to the industry where many fathers worked. (1) | 3. Student teacher toured the community. (1) | 3. Found little opportunity to relate family life to the subject areas teaching. (1) |
| 4. Encouraged student teachers to look at other programs and to relate to her philosophy developed on campus. (1) | 4. Curriculum guides were shared with student teacher and looked into programs at other high schools. (4) | 4. Attended curriculum meetings and workshops. (4) |
| 5. Student teacher need to pre-test before teaching curriculum. (1) | 5. Curriculum planning by student teacher reflected family characteristics. (1) | 5. Measured attitudes and needs of students. (3) |
| 6. Oriented student teacher to the community. (1) | 6. The nature of the community helped student teacher understand character of families. (1) | 6. Tried to make curriculum pertain to the students. (3) |
| 7. Individual conference on using the community. (1) | 7. Student teacher was aware, but could not apply. (1) | 7. Evaluated just one aspect of a home economics program. (1) |
| 8. Seminar discussion on the topic. (4) | 8. Student teacher conferred with supervising teacher. (9) | 8. Discussed objective with supervising teacher and other department members. (6) |
| 9. Help student teacher set up behavioral objectives. (1) | | |
| 10. Student teacher had informal contacts with parents, teachers, and administrators. (1) | | |
| 11. Lecture discussion on program or curriculum evaluation. (3) | | |
| 12. Discussed with the student teacher experiences she hopes to gain from student teaching and tried to work them in. (1) | | |

*Number in parentheses indicates number of respondents.

APPENDIX I

TABLES OF COMPLETE RESPONSES TO THE OPEN-ENDED
QUESTIONS PRESENTED IN CHAPTER IV

TABLE I.1.--Complete list of responses to "What a student teacher should learn about most while student teaching" as indicated by university coordinators, home economics supervising teachers, and home economics student teachers.

Outcomes for Student Teaching	University	Home Economics	Home Economics
	Coordinators	Supervising	Student
	N=25	Teachers	Teachers
		N=32	N=30
	No.Indicat'g	No.Indicat'g	No.Indicat'g
1. To understand pupils' needs and relate to planning	5	8	0
2. To know how to handle pupils, work with pupils, & relate to them	7	9	15
3. To be able to take over own class and get the feeling of being a teacher	4	4	6
4. To establish a balance between personal concerns for pupils & needed necessary skills	0	3	0
5. To be able to plan a unit at various levels of learning	2	3	1
6. To learn to challenge (motivate) pupils to think	4	3	3
7. To be able to present subject matter in all areas of home economics relevant to the student	2	2	0
8. To be able to cooperatively combine ideas of supervising teacher, student teacher, and coordinator	0	2	0
9. To develop confidence in own ability as a teacher	1	2	3

TABLE I.1.--continued.

Outcomes for Student Teaching	University	Home Economics	Home Economics
	Coordinators	Supervising	Student
	N=25	Teachers N=32	Teachers N=30
	No. Indicating	No. Indicating	No. Indicating
10. To know the community, families, & pupils	2	1	0
11. To be willing to demonstrate as a teacher	1	1	0
12. To be able to set goals for students	0	1	0
13. To put theory into practice in a realistic way; apply the learning process	2	1	1
14. To be able to try out ideas learned in methods classes	0	0	4
15. To learn what secondary home economics is all about, if I like it, how is it taught, & where I'd like to teach	4	0	8
16. To learn to exercise creativity in presenting home economics materials to pupils	0	0	2
17. To learn about the school, its extra-curricular offerings, & bureaucratic structure	0	0	2
18. To learn the resources available in family life	0	0	1

TABLE I.1.--continued.

Outcomes for Student Teaching	University	Home Economics	Home Economics
	Coordinators	Supervising	Student
	N=25	Teachers N=32	Teachers
	No. Indicating	No. Indicating	No. Indicating
19. To know how to manage a home economics dept.	1	0	0
20. To learn strengths & weaknesses as a teacher	5	0	0
21. To learn the tech- niques for plan- ning and organiz- ing, and implement- ing teaching	4	0	0

TABLE I.2.--Complete list of responses to: "What are the strengths and weaknesses of the Michigan State University's home economics student teachers when they arrive for student teaching?" as indicated by university coordinators, home economics supervising teachers, and home economics student teachers summarized.

Student Teacher Strengths and Weaknesses	University	Home Economics	Home Economics
	Coordinator	Supervising	Student
	N=25	N=32	N=30
	No.Indicat'g	No.Indicat'g	No.Indicat'g
<u>Strengths</u>			
1. Good general knowl- edge of home eco- nomics subject mat- ter, consumer edu- cation, family liv- ing, child develop- ment, home manage- ment	9	12	10
2. Good understanding of family life	6	0	0
3. Good organization of ideas, lesson planning, and methods	7	11	8
4. Works well with stu- dents; empathy, rap- port, patience	1	3	0
5. Resourceful	1	1	0
6. Eager to become in- volved and learn	2	3	6
7. Cooperative	2	1	4
8. Able to take criticism	0	2	1
9. Confident, self- assured	1	3	0
10. Flexible and adaptable	1	1	0
11. Well-groomed	1	1	0
12. Tolerance for ideas of others	0	0	4

TABLE I.2.--continued.

Student Teacher Strengths and Weaknesses	University	Home Economics	Home Economics
	Coordinator	Supervising	Student
	N=25	N=32	N=30
	No.Indicat'g	No.Indicat'g	No.Indicat'g
13. Understanding of teenagers	2	0	9
14. Hard-working, conscientious	2	0	2
15. Warm personality	2	0	1
16. Community under- standing	0	1	1
<u>Weaknesses</u>			
1. Not prepared for teaching skills, particularly foods and clothing	15	19	4
2. Information on sub- ject matter is limited	4	4	0
3. Need more previous classroom experience	1	3	1
4. Lack of understanding of character of stu- dents; vocabulary, discipline, black students	2	7	0
5. Lack of understanding of role of student teacher in the class- room; in dress	0	4	2
6. Need more work with audio-visuals	0	1	0
7. Need more lesson plan- ning experience	2	4	3
8. Cannot apply class learning to secondary teaching level	2	1	0

TABLE I.2.--continued.

Student Teacher Strengths and Weaknesses	University	Home Economics	Home Economics
	Coordinator	Supervising Teacher	Student Teacher
	N=25	N=32	N=30
	No. Indicating	No. Indicating	No. Indicating
9. Insecure, lack of confidence in teaching	1	1	18
10. Grading skill weaknesses	0	1	0
11. Permanent record use inability	0	1	0
12. Discipline problems	2	0	7
13. Lost interest in teaching home economics	0	0	2
14. Expected too much of pupils	0	0	1
15. Lack of creative ways to present material	0	0	1
16. Difficulty in learning pupil names	0	0	1
17. Demonstration skills are weak	1	0	0
18. More experience with department planning and management	2	0	0
19. Disappointed with Jr. High School placement	2	0	0
20. Student teachers are too inexperienced to teach family life	1	0	0
21. Shortsighted with resources of pupils and community	1	0	0
22. No weaknesses	1	1	0

TABLE I.3.--Complete list of recommendations regarding additional preparational needs of home economics student teachers prior to student teaching as indicated by university coordinators, home economics supervising teachers, and home economics student teachers.

Additional Preparation Needed by Student Teacher Prior to Student Teaching	University	Home Economics	Home Economics
	Coordinators	Supervising	Student
	N=25	N=32	N=30
	No. Indicating	No. Indicating	No. Indicating
1. More basic courses in skills, particularly foods and clothing	12	15	8
2. Broad basic courses in subject matter-- family life, housing	2	4	6
3. More curriculum planning and evaluating	1	6	0
4. More observation of classroom situations or participation in youth groups	10	5	3
5. Develop file of re- sources and resource ideas	0	2	1
6. Learn how to control classes	1	2	3
7. Develop realistic working with slow learners	0	1	0
8. More use of visual aids	0	1	0
9. Develop knowledge of community and school where student teaching	1	1	6
10. Incorporate sensi- tivity training	0	1	0

TABLE I.3.--continued.

Additional Preparation Needed by Student Teacher Prior to Student Teaching	University	Home Economics	Home Economics
	Coordinators	Supervising	Student
	N=25	N=32	N=30
	No. Indicating	No. Indicating	No. Indicating
11. Hold for speech requirement	0	1	0
12. Prepare a "dynamic leader"	0	1	0
13. Learn more about how students learn	0	1	0
14. Teach methods and student teaching simultaneously	0	1	0
15. Know more about black students	0	0	3
16. Know what to expect from students with various backgrounds	2	0	1
17. More information on teaching techniques	1	0	2
18. Course in patience and understanding	0	0	1
19. Occupational experience in vocational home economics	1	0	0
20. Improve personal appearance of student teacher	1	0	0
21. Develop an enthusiasm for teaching	1	0	0
22. None, unless you add a fifth year	1	0	0
23. None	1	2	2

TABLE I.4.--Complete list of recommended contributions which should be provided by home economics education staff to student teaching in home economics as indicated by university coordinators and home economics supervising teachers.

Contribution of Home Economics Education Staff to Student Teaching in Home Economics	Number of University Coordinators N=25	Number of Home Economics Supervising Teachers N=32
1. Develop a publication of problems common to student teaching and what to teach, objectives, provide bulletins or checklist relative to student teaching	7	11
2. Give student teachers more practical application (less theory) prior to student teaching, e.g., visiting in local high schools, developing skills and techniques in subject matter, in teaching, learn about community in which they will student teach	1	10
3. Update supervising teachers in subject matter content, new trends, and resources	1	8
4. Hold a workshop or conference for Home Economics Supervising Teachers (particularly new ones), Student Teachers, and Coordinators	6	8
5. Give the student teacher good background in methods and materials to relate to various levels of high school students, e.g., visual aids and unit plans, discipline and teaching subject matter, completing vocational records.	3	8
6. College personnel need to realize what is going on in schools, what high school students are like, what kinds of homes they come from, what pupils need to learn	2	6

TABLE I.4.--continued.

Contribution of Home Economics Education Staff to Student Teaching in Home Economics	Number of University Coordinators N=25	Number of Home Economics Supervising Teachers N=32
7. Contact supervising teachers when needed and generally be available as consultants	3	5
8. Provide more cooperation with coordinators, attend coordi- nator's conferences, provide feedback about student teach- ing, jointly select supervis- ing teachers, discuss objectives	11	0
9. Visit supervising teacher and student teacher during student teaching	5	5
10. Provide information about what student teacher does before and after student teaching	0	5
11. Provide supervising teachers the opportunity to visit subject matter classes at the University	0	3
12. Explain what should be done or what is expected in student teaching in subject matter	1	3
13. Maintain communication between college and secondary schools	1	3
14. Place student teachers into programs for student teaching	0	1
15. Coordinate home economics student teachers	0	1
16. Avoid criticism of teaching skills in high school	0	1
17. Offer more home economics extension courses	1	0
18. Home economics teacher educators need to visit center seminars with coordinators and supervis- ing teachers	1	0

TABLE I.5.--Complete list of satisfying and dissatisfying experiences of university coordinators, with student teaching in home economics.

Satisfying Experiences Related to Home Economics Student Teaching		Dissatisfying Experiences Related to Home Economics Student Teaching	
University Coordinator's Response (N=25)	No.	University Coordinator's Response (N=25)	No.
1. Home Economics student teachers are good to work with	5	1. Frustrations of student teachers in management, demonstrating and lacking skills	4
2. Working with student teachers who enjoy their work and are eager to teach	8	2. When student teachers are not successful	2
3. The competent planning abilities of home economics student teachers	6	3. Unawareness of student teacher of urban and socio-economic problems	1
4. Reliable, cooperative, and dependable supervising and student teachers	6	4. When student teacher is caught in a philosophical cleavage	1
5. The appealing results of foods and clothing products	2	5. The student teacher who is not successful	1
6. The philosophy of education that home economics expresses	1	6. Inability to offer guidance to the home economics student teacher	1
7. Home economics teachers like kids	2	7. The viewpoint the other majors have for home economics	1
8. None in particular	3	8. When there are two supervising teachers	1
		9. None specific to home economics	13

TABLE I.6.--Complete list of satisfying and dissatisfying experiences of home economics supervising teachers with home economics student teaching.

Satisfying Experiences Related to Home Economics Student Teaching		Dissatisfying Experiences Related to Home Economics Student Teaching	
Supervising Teachers' Responses (N=32)	No.	Supervising Teachers' Responses (N=32)	No.
1. Enjoy student teachers and getting to know them	9	1. Not enough time for student teaching	5
2. Seeing a student teacher try out new ideas and share responsibilities	13	2. Lack of effort put forth by a student teacher	4
3. Seeing a student teacher grow and work through problems	7	3. An unsatisfying experience	3
4. A student teacher keeps me up-to-date, alert and helps me	5	4. Not knowing the expe- riences the college would like to see a student teacher have or what I should ex- pect from her	2
5. Promoting the home economics teaching field	4	5. Watch classes dis- integrate	1
6. A student teacher enriches the classroom	1	6. Discipline uncontrolled	1
7. Seeing qualified stu- dents ready to enter the field and feel like a teacher	2	7. Watch a student teacher fall apart when she can't cope with the situation	1
8. Working with a pre- pared student teacher	1	8. A student teacher who is late for classes	2
9. A student teacher who volunteers services	1	9. A student teacher who does not follow through with ideas	1
10. Being a part of a good student teaching program	1	10. A student teacher with inconsistent behavior when working with the supervising teacher	1
11. Giving a student teacher the practical experience of teaching	1		

TABLE I.6.--continued.

Satisfying Experiences Related to Home Economics Student Teaching Supervising Teachers' Responses		Dissatisfying Experiences Related to Home Economics Student Teaching Supervising Teachers' Responses	
	No.		No.
12. None	1	11. A student teacher who does not accept suggestions	1
		12. Giving a lot of time to a student teacher who doesn't get any where	1
		13. Not being able to teach own classes	3
		14. A student teacher disrupts classes	1
		15. Unrealistic education courses	1
		16. None	10

TABLE I.7.--Complete list of satisfying and dissatisfying experiences of home economics student teachers with student teaching in home economics.

Satisfying Experiences Related to Home Economics Student Teaching		Dissatisfying Experiences Related to Home Economics Student Teaching	
Student Teacher's Response (N=30)	No.	Student Teacher's Response No. (N=30)	No.
1. Establishing a good rapport with pupils, supervising teacher and staff	15	1. Having students poorly motivated	6
2. Pupils showing interest in class and liking me	8	2. Discipline problems	4
3. Satisfactorily working with a labeled "uncooperative pupil" and reaching the unreachable	3	3. Not helping some of the students	3
4. Seeing pupils learn	2	4. Department not meeting needs of students	2
5. Small group discussions	2	5. Program not meeting needs of students	1
6. Learning about black students	1	6. Not presenting material in new & exciting ways	1
7. Having a cross section of students	1	7. Racism in the school	1
8. Teaching a unit on my own	1	8. Keeping school records	1
		9. Being scared to student teach	1
		10. Not long enough time to teach	1
		11. Trying to communicate with supervising teacher	1
		12. Bickering between faculty & administration	1
		13. Trapped as a puppet by supervising teacher	1
		14. Blocking of new ideas	2
		15. Too narrow student teaching experiences	2

TABLE I.7.--continued.

Satisfying Experiences Related to Home Economics Student Teaching		Dissatisfying Experiences Related to Home Economics Student Teaching	
Student Teacher's Response No.		Student Teacher's Response No.	
		16. Having to teach in a skill-oriented class	1
		17. Lack of knowledge in housing	1
		18. Supervising teacher correcting me in front of class	1
		19. Supervising teacher calling me by my first name	1
		20. None	2

TABLE I.8.--Complete list of descriptions of the ideal experience in home economics student teaching as indicated by university coordinators, home economics supervising teachers, and home economics student teachers.

Ideal Description of Student Teaching in Home Economics	University Coordinators (N=25)	Home Economics Supervising Teachers (N=32)	Home Economics Student Teachers (N=30)
<u>Pre-Student Teaching Experiences</u>			
1. Provide home economics education majors with an academic advisor in home economics education	0	0	1
2. Provide better career counseling for the teaching major candidates	0	1	0
3. Provide student teacher with more teaching and observations before student teaching--including simulated teaching and micro-teaching	6	6	1
4. Student teacher should visit and make plans with supervising teacher before student teaching and learn the community	0	3	1
<u>Student Teaching Assignment and Responsibilities</u>			
5. The specific objectives of the student teaching experience should be clearly identified	1	0	0
6. Student teach for longer than one term	8	12	4
7. Allow student teachers more freedom to teach the way and what they want to	0	2	3
8. Give student teacher more time alone with classes	0	0	1
9. Observe and/or be a teacher aid in minor teaching fields	1	0	1
10. Student teacher should teach in more than one area of home economics to all areas in the field	3	1	2
11. Student teacher should teach at least one complete unit	0	0	1
12. Provide student teacher with greater access to community contacts, school resources, media resources, video-tape recorders, etc.	6	10	1
13. Spend all days in the total school program, take less field trips in the community	0	1	1
14. Student teach and observe in various age levels and situations	9	3	2
15. Student teach in two kinds of schools--including the urban and small rural school	0	3	0
16. Student teacher should live in the community	0	2	0
17. Have at least two home economics student teachers assigned to an area center	1	0	0

TABLE I.8.--continued.

Ideal Description of Student Teaching in Home Economics	University Coordinators (N=25)	Home Economics Supervising Teachers (N=32)	Home Economics Student Teachers (N=30)
18. Place all vocational majors in one center, develop occupational program for student teaching	1	0	1
19. Fill a student teaching center with home economics student teachers. Have a generalist coordinator. Employ the specialist as a consultant, who would also be teaching classes	1	0	0
20. Utilize an internship plan where a qualified home economics supervisor would supervise no more than five student teachers for one year	6	2	0
21. Provide a flexible experience for student teacher--move student teacher as needed	2	0	0
22. Make responsibilities and assignments more uniform among all student teachers	0	0	1
23. Greater experimentation in the preparation of teachers	1	0	0
<u>Student Teaching in Relation to Other College Courses</u>			
24. Add a college course related to what really exists in home economics at the secondary level--innercity teaching, and the image home economics has	0	3	2
25. Teach a stimulating methods class along with student teaching	3	1	2
26. Require all College of Education faculty to spent time in the secondary classroom every two years	0	2	1
27. Delete some of the other education classes and spend more time in student teaching	0	1	1
28. Methods teacher should be concurrently teaching in the secondary classroom.	0	1	0
29. Keep special methods a small class	0	0	1
30. Provide student teacher more information on coordinating the subject matter, and curriculum organization	0	6	0
31. Student teacher should have an adequate background to teach the basics, as well as have practical methods	1	6	0

TABLE I.8.--continued.

Ideal Description of Student Teaching in Home Economics	University Coordinators (N=25)	Home Economics Supervising Teachers (N=32)	Home Economics Student Teachers (N=30)
<u>Relationship Among Supervisory Personnel</u>			
32. Department should evaluate and recommend the schools which have the modern and up-to-date programs.	3	1	3
33. Student teacher observation and evaluation should be by an experienced supervisor in home economics	1	5	2
34. College supervision should be the joint responsibility of subject matter specialist and teaching specialist (the subject specialist is often described as a consultant)	6	2	0
35. The subject matter specialists should provide more training sessions for supervising teachers and college coordinators	2	6	0
36. A follow-up should be made of teachers in the field, and first time supervising teachers, by the department	0	3	0
37. Provide more extension classes for teachers	2	0	0
38. Coordinators need immediate access to subject matter specialists and learning specialists (feedback provided to the persons involved)	2	0	0
39. Clinical consultants readily available in a school building	1	0	0
40. Reduce the load assignment of the college coordinator	1	0	0
41. Provide more individual counseling in student teaching	0	0	1
42. The student teacher's teaching unit should be reviewed by the coordinator	0	0	1
43. Student teachers should have two conference periods a day with supervising teacher	0	1	1
44. Do not have supervising teachers, but an evaluator who would frequently be available	0	0	1
45. Supervising teachers should not have student teachers two terms in a row or during spring term	0	1	0
46. Supervising teacher should have teaching experience prior to having a student teacher	0	1	0
<u>Others</u>			
1. I recommend no change from the present program. Enjoyed student teaching	0	0	6
2. No response given to the question	0	0	3

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