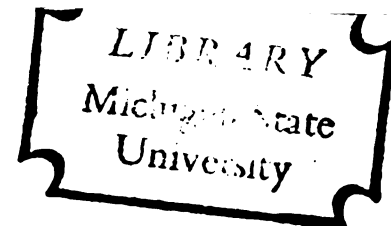


EFFECTS ON TEACHER
ATTITUDE AND BEHAVIOR WHEN TEACHERS PLAN
THE STUDENT TEACHING PROGRAM FOR STUDENTS
ASSIGNED TO A PARTICIPATING SCHOOL
IN A TEACHING CENTER

Thesis for the Degree of Ed. D.
MICHIGAN STATE UNIVERSITY
JOSEPH M. WHITE, JR.
1968



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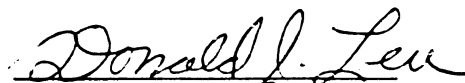
EFFECTS ON TEACHER ATTITUDE AND BEHAVIOR WHEN TEACHERS
PLAN THE STUDENT TEACHING PROGRAM FOR STUDENTS
ASSIGNED TO A PARTICIPATING SCHOOL IN A
TEACHING CENTER

presented by

Joseph M. White, Jr.

has been accepted towards fulfillment
of the requirements for

Doctoral degree in Education


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Date February 23, 1968

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ABSTRACT

EFFECTS ON TEACHER ATTITUDE AND BEHAVIOR WHEN TEACHERS PLAN THE STUDENT TEACHING PROGRAM FOR STUDENTS ASSIGNED TO A PARTICIPATING SCHOOL IN A TEACHING CENTER

by Joseph M. White, Jr.

The Purpose

The central objective of this study was to describe the effects on a public school staff of its experience in sharing with college personnel the responsibility for student teachers. A series of goals peripheral to the main purpose included a quest for answers to six questions which sought to discover:

1. Does participation in the process of the study result in an improved teacher attitude towards children as measured by the Minnesota Teacher Attitude Inventory?
2. Is there an observed change in teacher behavior as seen through the use of the Check List of Teacher Attitudinal and Behavioral Modifications which was designed for this study?
3. Does the staff's esprit-de-corps increase as measured by the Index of Teacher Morale of the National Principalship Study, Harvard University?

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4. Does teachers' classroom performance show the influence of participation in the process of the study as measured by the Index of Professional Performance of the National Principalship Study?
5. Does the principal modify his efforts to improve the quality of staff performance?
6. Does the principals' Executive Professional Leadership change through staff interaction with college of education faculty as measured by the Index of Executive Professional Leadership of the National Principalship Study.

Methodology

The subjects of this study were twenty-five classroom teachers in two elementary schools which for the purposes of this study were considered a student-teaching center of Wayne State University, Detroit, Michigan. Student teachers were assigned to three or four member "supervising teams" rather than to individual supervising teachers.

The design of the study incorporated the case study method in six steps which: (1) appraised the status of the staff before involvement in the study, (2) analyzed data received from pre-measurement, (3) organized the staff for the study, (4) observed for changes, (5) post

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measured the staff with pre-test instruments, and (6) analyzed and reported the differences.

The data were compiled as item means derived from raw scores. An analysis was made of pre-test data as they compared to norm groups.

Conclusions

There were no measured gains in teacher attitude, morale, professional performance, principals' executive professional leadership and the leadership function of college supervisors as measured by the respective instruments. There were, however, observed changes reflecting increased interest in student teaching on the part of the staff, a modification of the principals' leadership behavior, and modification of interstaff relationships.

Observations during the study indicated that:

1. Experiences during this study caused the staff to value more highly its own resources.
2. Teachers attempted to remake student teachers educationally, psychologically and physically in pursuit of optimal student teacher development.
3. Video taped presentations of segments of classroom teaching situations analyzing the teaching act were the greatest stimulators of teacher discussion and reaction of any of the project activities.

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1. When staff members become involved in student teaching, do they tend to become more interested in student teachers than in pupils?
2. Does the effect upon pupils of having a "second teacher" in the student teacher change pupil values or attitudes toward their regular teacher?
3. If there is a change in pupil attitude or values, does it beget a resultant change in attitude on the part of their regular teacher?
4. If pupil and teacher attitudes do change as a result of the student teachers' presence in the classroom, is there a change in the harmony of classroom relations; is it a beneficial or detrimental change; does the quality of the change depend upon the affective or cognitive values of pupils and of the teacher?

EFFECTS ON TEACHER ATTITUDE AND BEHAVIOR WHEN
TEACHERS PLAN THE STUDENT TEACHING PROGRAM
FOR STUDENTS ASSIGNED TO A PARTICIPATING
SCHOOL IN A TEACHING CENTER

By

Joseph M. White, Jr.

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF EDUCATION

College of Education

1968

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ACKNOWLEDGMENTS

Encouragement and assistance has come from many persons in the planning and executing of this study. Professors Frank Estvan, E. Brooks Smith, and Louis Vanderlinde of Wayne State University aided greatly in designing and initiating the Phase III Pilot Project. Philip Thorson, Superintendent, South Lake Schools, offered his encouragement and help. Theodore Timmerman, Principal, and the teachers of Avalon and Colony Schools were essential contributors to the project. Dr. John Langer of Oakland University provided useful advice.

Thanks are also extended to my doctoral committee for their advice, support and patience; Dr. Stanley Hecker, Dr. William V. Hicks and Dr. James B. McKee of the Michigan State University faculty.

I am most indebted to my advisor, Dr. Donald J. Leu for his good advice, his understanding and his direct, forceful encouragement.

A special acknowledgment must be made to my wife, Rose, and children, Joe, Anne, Jim, Dave, Julie, Mary and Steve, who through many family efforts have made the completion of this study possible.

APPENDICES .

INDEX .

APPENDICES

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I. THE PROBLEM

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II. REVIEW OF

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The Ins
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Present
Compila
Summary

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	11
LIST OF TABLES	v
LIST OF APPENDICES	vii
Chapter	
I. THE PROBLEM	1
Significance of the Problem.	4
Purpose of the Study	7
Questions to be Explored.	9
Scope and Limitations.	11
Definitions of Terms	13
Overview of the Thesis	15
II. REVIEW OF THE LITERATURE.	16
Philosophical Statements.	16
Research	20
The Instruments.	25
Summary	29
III. DESIGN OF THE STUDY	32
The Subjects.	32
Background of the Study	34
Description of the Design	36
Sequence of the Study.	39
Method.	41
The Instruments.	42
Presentation of Instruments.	49
Compilation of Data	49
Summary	50

APP

II. ANALYSIS OF

Pre-Meas
Observat
Observat
List
Behav
Post-Mea
Summary

III. SUMMARY AND

Summary
Conclusi
Discussi
Implicat

REFERENCES . . .

BIBLIOGRAPHY. . .

Chapter	Page
IV. ANALYSIS OF RESULTS	52
Pre-Measurement Data.	53
Observations During the Study.	65
Observations as Guided by the Check List of Teacher Attitudinal and Behavioral Modification.	74
Post-Measurement Results and Analysis .	82
Summary	94
V. SUMMARY AND CONCLUSIONS.	99
Summary	99
Conclusions.	103
Discussion	109
Implications for Future Research.	118
APPENDICES	121
BIBLIOGRAPHY.	140

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LIST OF TABLES

Table	Page
1. Mean Percentile Rank Equivalents for Nine Norm Groups of Experienced Teachers for the M.T.A.I., Form A	54
2. Pre-Test Percentile Rank Equivalents for Individual Staff Members.	55
3. Item Means Derived from Index of Teacher Morale Scores for the Phase III Pilot Project Compared with Item Means, National Principalship Study	57
4. Item Means Derived from Index of Professional Performance Scores for the Phase III Pilot Project and Compared with Six Item Means, National Principalship Study . .	59
5. Mean of the Responses of Phase III Pilot Project Staff Members of 18 Items of the Executive Professional Leadership Scale Including Comparisons with 12 Item Means for the Upper Quartile for Principals in the National Principalship Study . . .	61
6. Means of the Responses of Phase III Pilot Project Staff Members on 12 Items of Question III Relating to the Leadership Function of College Supervisors with a Comparison of 8 Item Means Corresponding to Cooperating Principals E. P. L. Scores.	63
7. A Comparison of Pre- and Post-Test Percentile Rank Equivalents on the Minnesota Teacher Attitude Inventory for Individual Staff Members, Phase III, Pilot Project	83

Comparison of
Means De
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Table	Page
8. Comparison of Pre- and Post Test Item Means Derived from Index of Teacher Morale Scores for the Phase III Pilot Project Study	85
9. Comparison of Item Means Yielded from Pre- and Post-Test Administration of the Index of Professional Performance . .	87
10. Comparison of the Pre- and Post-Test Means of the Responses of Phase III Pilot Study Staff Members on 18 Items of the Executive Professional Leadership Scale	90
11. Comparison of the Means of Responses of Phase III Pilot Project Staff Members on 12 Items of Question III Relating to the Leadership Function of the College Supervisor	93
12. Comparison of Eight Post-Test Items Relating to the Leadership Function of College Supervisors with Eight Post-Test Items of Principals Executive Professional Leadership	95

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Inst

LIST OF APPENDICES

Appendix	Page
A. Correspondence	122
B. The Instruments.	124

Controversy
Education of
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CHAPTER I

THE PROBLEM

Controversy stimulated by James B. Conant's report, "The Education of American Teachers,"¹ stirred considerable debate in teacher-education during the mid-nineteen-sixties. Discussion on new strategies for the training of teachers has been heated. The professional sequence of courses on education has been questioned. The value of "principles of education" courses has been challenged. It even has been suggested that professors of education are not universally necessary.² But the value of student teaching has been seldom challenged.

Student teaching situations, however, have often lacked an adequate balance between theory and practice. Campus based laboratory schools appear to have been oriented largely toward the theoretical aspects of teaching. And off-campus student teaching in public school classrooms has usually exposed neophyte teachers to

¹James B. Conant, The Education of American Teachers (New York: McGraw Hill Book Co., 1963).

²Ibid., p. 177.

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contemporary educational practice which has apparently lagged well behind the latest educational theory.

John Dewey noted the problem over half a century ago when he wrote:

The student [teacher] adjusts his actual methods of teaching, not to the principles which he is acquiring, but to what he sees succeed and fail in an empirical way from moment to moment: to what he sees other teachers doing who are more experienced and successful in keeping order than he is; and to injunctions and directions given him by others. In this way the controlling habits of the teacher get fixed with comparatively little reference to psychology, logic, and history of education.³

The problem of providing an adequate theoretical-practical balance in student-teaching situations reflects the broader problem of interweaving educational theory and classroom practice in order to effect a vital connection between instruction in the college of education and classroom teaching in the public schools.

Dr. Neil V. Sullivan, Superintendent of Schools, Berkeley, California, offered a possible solution when he said:

In the process of revamping teacher training, the liaison between School of Education and public schools must become so close as to be joint in management and operation. The School of Education should be deeply and actively involved in placement, supervision and evaluation of student teachers and interns. Its supervisors should spend the bulk of their time in residence

³John Dewey, "The Relation of Theory and Practice in Education of Teachers," Third Yearbook of the National Society for the Scientific Study of Education (Chicago: University Press, 1904), p. 14.

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in the public schools, for that's where the action is--and in the new style centers--for that's where the action better be.⁴

The "new style centers" to which Dr. Sullivan refers are cooperative arrangements between public schools and colleges which are developing into administrative structures which permit joint responsibility in planning, decision making and in carrying out mutually developed proposals for teacher training. But public school administrators who are involved in such cooperative arrangements are at times called to account for the local investment of time, toil and taxes in an activity traditionally identified as a college of education responsibility.

While nearly all educators agree that student-teaching is essential to teacher education, not all can agree on what student-teaching should be. National leaders in the education of teachers who teach teachers at the college and university level have called for a new student teaching.

The new student teaching should be a creative, fulfilling experience and at the same time provide for critical analysis in order to make student teachers and their supervisors scholars of teaching. It should not be confined to a block of time at the end of the senior college year. It should range from simple observation, to brief exposures with learners, to the development of skills in discrete elements of the teaching act [e.g., through micro-teaching], to analysis of personal

⁴ Neil V. Sullivan, "Let's Take a Hard Look at Student Teaching," The Community School and Its Administration (Published by the Mott Program of the Flint, Michigan, Board of Education), June, 1967, p. 3.

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skills and insights, all the way to the teaching of regular classes under the analytical eye of a professional mentor. It should be a study of teaching in various clinical situations. This new concept of student teaching demands new arrangements, revised administrative structures, and new systems of control. There needs to be a new order in student teaching.⁵

What student teaching has been, is, and can be are different things. What is needed is a strategy for student teaching which can be ongoing and cooperative between the public schools and universities in which each can serve the other to meet the needs of both! A strategy which will effect the interweaving of educational theory and practice so that instruction in the public schools will be improved and college of education courses will be more critically analyzed.

Significance of the Problem

The colleges have come to rely heavily on the public schools for student teaching situations. The rush of students after World War II overwhelmed the traditional campus laboratory schools, and the Flowers Report⁶ of that same period urged off-campus student teaching on theoretical grounds.

⁵National Commission on Teacher Education and Professional Standards, A New Order in Student Teaching, A Report Prepared by the Joint Committee on State Responsibility for Student Teaching (Washington, D. C.: National Education Association, 1967), p. 2.

⁶John Garland Flowers, "Laboratory Experiences in Teacher Education," National Education Association Journal (May, 1952), pp. 295-97.

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The move to off-campus student teaching during the early nineteen-fifties aroused much enthusiasm on the part of many public schools and some colleges of education. It began with a certain excitement. Associations for student teaching were formed and considerable good will developed among supervising teachers and energetic college coordinators. But as the years passed and hard pressed supervising teachers and college coordinators squeezed student teaching responsibilities into already busy schedules, the relationship became strained. Public school personnel frequently felt that they were receiving inadequately trained students from the colleges. They often voiced the complaint that college coordinators were not meeting their supervisory responsibilities. College of education faculties often felt that the public schools emphasized "practice" to the exclusion of theory and undid all the colleges taught. Each indicted the other. Hence, the major providers of the student teaching experience became too frequently divided into hostile camps in a situation which required an amicable alliance.

The move toward student teaching centers came with the realization that the schools and the colleges needed to unite as equal partners in assessing this key part of student teaching in which they both have a vital interest and for which each share responsibility.

The student teaching center developed from the necessity to place student teachers in public schools off-campus after the postwar inpouring of students crowded the traditional college laboratory schools. The laboratory schools have been designed to provide student teaching environments rich in the theoretical aspects of teaching. However, lacking the realism of the public school classroom, they have often become "hot house" situations.

The "student teaching center" concept is viewed by the Subcommittee on School-College Relationships of the American Association of Colleges for Teacher Education as a joint venture between the public school and the college. The trend toward the expansion of student teaching centers is definitely increasing. The editors of a recent subcommittee report states that, "A new institution is emerging between the university and the school in which the two are taking joint responsibility for specified phases of teacher education."⁷ The student teaching center also shows indications of growing into a larger unit of school-college collaboration in which college assisted programs leading to the improvement of the student teaching situation will lead to the improvement of teaching in the public schools. The theoretical

⁷Cooperative Structures in School-College Relationships for Teacher Education, Report #2 (Washington, D. C.: American Association of Colleges for Teacher Education, 1965), p. 2.

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powers of the college can be spotlighted on specific, practical problems of the public school. Involvement into the world of chalk dust, band aids and bruises, room mothers, late running school buses, and day-to-day problems of teaching children of diverse socio-cultural backgrounds can keep the college in touch with the realities of the public school condition.

Purpose of the Study

The purpose of this study is to describe the effects on a public school staff of its experience in sharing with college personnel the responsibility for student teachers as they jointly participate in a cooperative school-college exploratory program in student teaching.

The experience of supervising student teaching often seems to stimulate a professional renaissance on the part of experienced teachers. The process of working with enthusiastic young students who are becoming teachers, and with college supervisors who are acquainted with up-to-date knowledge of the learning process and educational methodology and technology appears to widen the classroom teacher's view of what is possible in classroom teaching. It also seems to motivate change in attitude, classroom performance and morale.

This study calls for public school teachers and college of education faculty members, together, to plan

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1. Does their experience during the process of becoming teacher educators result in a measurable gain in attitudes towards children, other teachers, the principal, and the college supervisor of student teaching?
2. Is there a change in classroom teaching practices on the part of the school faculty?
3. Does an appraisal of this process as it involves all teachers in the participating school suggest new ways to principals for the improvement of instruction?

The cooperative school-college structure explored by this study anticipates an ongoing relationship between the school and the college. The results of the assessment undertaken in this study will indicate what effects, if any, of the school-college relationship influences the improvement of instruction in the public schools. It is assumed for the purposes of this study that teacher attitude, morale, professional performance and the executive professional leadership of principals are essential to the improvement of instruction.

This is a descriptive study to explore the feasibility of adopting on a broader scale the student teaching structure under investigation here. It is planned

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Questions to be Explored

The main purpose of this study is to describe the effect on a public school staff of its experience in sharing with college personnel the planning and operation of a student teaching center. A series of questions formulated to discover specific effects of that experience follows:

1. Does participation by a school staff in the designed process of planning and executing a program preparing teachers in training together with college faculty result in an improved attitude towards children as measured by the Minnesota Teacher Attitude Inventory?
2. Is there an observed change in teaching behavior as evidenced by greater concern for individual differences, improved use of instructional materials, modifications in interstaff relationships, and increased interest in innovative or experimental teaching as outlined in the Observational Check List of Teacher Attitudinal and Behavioral Modifications?

⁸Carter V. Good, Essentials of Educational Research (New York: Appleton-Century-Croft, 1966), p. 113.

3. Does esprit-de-corps--the esteem staff members hold for one another as professionals--increase as measured by the Index of Teacher Morale, National Principalship Study, Harvard University?
4. Does their experience in this process influence the classroom performance of teachers as measured by the Index of Teacher Professional Performance, National Principalship Study, Harvard University?
5. Does the principal modify his efforts to improve the quality of staff performance as recorded in a log of self perceived actions and reactions?
6. Is the teacher's perception of the Executive Professional Leadership⁹ function of the principal modified through interaction with college of education faculty as measured by the Teacher Questionnaire used to measure Executive Professional Leadership, National Principalship Study, Harvard University?

⁹Neal Gross and Robert E. Herriott, Staff Leadership in Public Schools (New York: John Wiley & Sons, Inc., 1965), p. 8.

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Scope and Limitations of the Study

The case study method is used in this study in six steps as follows:

1. Appraise the status of the participating school before involvement in planning for student teachers in terms of:
 - a. Attitude towards children as measured by the Minnesota Teacher Attitude Inventory.
 - b. Teacher morale as measured by the Index of Teacher Morale, National Principalship Study, Harvard University.
 - c. Professional performance as measured by the Index of Teacher Professional Performance, National Principalship Study, Harvard University.
 - d. Professional leadership function of the cooperating principal as measured by the Teacher Questionnaire on Executive Professional Leadership, National Principalship Study, Harvard University.
 - e. Professional leadership function of the college supervisor as measured by a teacher questionnaire adapted from the Teacher Questionnaire on Executive Professional Leadership mentioned above.
2. Analyze the data received from pre-measurements.

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3. Organize the participating school staff for the study and practice of teaching as previously mentioned.
4. Observe for changes in the following areas:
 - a. Provision for individual differences in the classroom.
 - b. Use of instructional material.
 - c. Inter-staff relationships.
 - d. Innovative or experimental teaching.Observations will be guided by the "Observational Check List of Teacher Attitudinal and Behavioral Modifications" which was designed for this study.
5. Post-measure the staff with the instruments originally used in pre-measurement.
6. Analyze and report the differences.

The setting for the study is the Avalon and the Colony Elementary Schools, South Lake Schools, St. Clair Shores, Michigan, in cooperation with the Northeast Suburban Teaching Center, Wayne State University. For the purposes of exploring a new, cooperative school-college structure for student teaching, the schools were considered a student-teaching center of Wayne State University, Detroit, Michigan.

The study covered a six-month period and involved 25 classroom teachers.

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Limitations of the study are:

1. Limitations set by population size and the nature of the population.
2. Limitations set by assurance of anonymity to respondents which limits detailed analysis of individual responses.
3. Limitation of the setting, which is a middle class, predominantly Caucasian suburb.
4. The limitations set by the biases of participants in the study.
5. The limitations set by the nature and content of the instrument.
6. Limitations set by the needs and expectations of student teachers assigned to the student teaching center.

Definitions of Terms

Typically, the student-teaching center is,

A professional center for the study and practice of teaching, which is jointly planned and operated by the college and the [public] schools. A center will normally consist of fifteen to twenty-five teaching stations located in a cluster of selected participating schools.¹⁰

A participating school is a public school wherein pre-service training of teachers is cooperatively planned and executed by the: cooperating principal who is principal

¹⁰Northeast Suburban Teaching Center Policy Handbook (Detroit: Wayne State University, 1966), p. 3.

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of a participating school; college supervisor of student teaching who is a college faculty member assigned to student teachers in the field; graduate faculty advisor, a graduate school faculty member assigned to a teaching center as an advisor; supervising teacher, a classroom teacher jointly designated by the schools and the college to directly supervise student teachers.

During this study, each participating school staff was formed into supervising teams of 3 or 4 members. Each team selected a chairman who fulfilled the formality required by the university for a titular supervising teacher and who served on the supervising council of the participating school. Supervising councils included the chairmen of supervising teams, the graduate faculty advisor, the college supervisor and the cooperating principal.

Executive professional leadership for which leadership roles are assessed in this study is defined as "the efforts of an executive of a professionally staffed organization to conform to a definition of his role that stresses his obligation to improve the quality of staff performance."¹¹

Theory¹² as used in this study refers to the body of professional teaching knowledge, methods and techniques

¹¹Gross and Herriott, op. cit., p. 22.

¹²Websters New World Dictionary of the American Language, College Edition (New York: World Publishing

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which are the subject matter of college of education courses. Practice as used herein refers to the actual professional performance of teachers in the classroom.

Overview of the Thesis

In Chapter II the literature related to this study will be reviewed. In addition to a report on the search for previous research relevant to the purpose of this study, research which otherwise has a bearing on the study will be reported.

The design of the study will be described in Chapter III. It will include background on the subjects and the setting of the study.

Chapter IV will contain an analysis of the results of the study.

While the eventual contributions of this study to the growing literature on teaching are presently conjectural, a consideration of the established contributions will be made in the next chapter.

Co., 1966) defines theory as: "that branch of an art or science consisting in a knowledge of its principles and methods rather than in its practice." It is recognized that in this sense the "theory" of colleges of education may be no more than professional lore. It is believed that teacher education, lacking a sound theoretical base, has leaned more to the passing on of a collection of techniques, methods and popular assumptions rather than a formulation of actual, fundamental principles of education.

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CHAPTER II

REVIEW OF THE LITERATURE

Philosophical Statements

The focus of this study is on the staff of a student-teaching center. The center is specially structured to explore the feasibility of assigning student teachers to an entire school staff rather than to individual supervising teachers. The general problem approached by this study is that of relating theory to practice in student teaching. The purpose of this study is to explore a series of questions which search for changes in teacher attitude, performance, morale and for a modification in the principal's role as he sees himself and as teachers see him resulting from a possible interweaving of teaching theory and practice as college and public school personnel work together in the center.

John Dewey's solution to the problem of relating theory to practice in student teaching was the laboratory school in which student teachers were to gain an understanding of the principles of education upon which practice should be based before they were ". . . plunged prematurely into the pressing and practical problem of

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keeping order in the school room."¹ Dewey observed that
 ". . . it is possible for a student to achieve the outward
 forms of method without the capacity to put it genuinely
 to educative use."² He recommended that theory be put to
 genuine educative use by selecting laboratory schools
 for the teachers colleges which would provide an environ-
 ment more conducive to the needs of student teachers.

He said

. . . Elementary and high schools which serve as
 schools of observation and practice should repre-
 sent an advanced type of education properly cor-
 responding to the instruction in academic subject
 matter and in educational theory given to the
 training classes.³

It appeared that Dr. Dewey's recommendations were
 followed during the first half of the 20th century as
 campus based laboratory schools flourished. But they
 frequently became culturally homogeneous as they tended
 to educate the children of college faculty members.
 Hence, student teachers too often found themselves ill
 prepared for teaching in the typical public schools.

Dr. John Garland Flowers⁴ approached the problem of
 relating theory to practice in teacher education differ-
 ently in his 1952 report on the student teaching program

¹Dewey, op. cit., p. 14.

²Ibid., p. 13.

³Ibid., pp. 29-30.

⁴Flowers, op. cit.

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at Southwest Texas State Teachers College in San Marcos. In the 1930's, San Marcos lost its public high school. The college built a new school and by contractual arrangement, the public school became the teaching center for the college. The superintendent was responsible to the school board, but he held a professorship at the college. The high school principal was an associate professor. Dr. Flowers, who was president of Southwest Texas State Teachers College, believed that the arrangement with the public schools provided more realistic teacher education. He thought that long and continuous contact with children helped individuals become better teachers. The report of the teaching center at Southwest Texas State Teachers College provided a philosophical basis for the growth of off-campus student teaching brought about by the overcrowding of teachers colleges after World War II.

James B. Conant sees the relating of theory to practice in teaching as most important at the moment at which the teacher actually begins to teach. It is at that point, he believes, that logically, ". . . a panel of specialists--physicists, chemists, psychologists, audio-visual technicians, and experienced teachers should stand at the shoulder of each new teacher" ⁵

⁵Conant, op. cit., p. 140.

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He recognizes that logistically it is impossible and he recommends the establishment of a "clinical professor of education." The clinical professor should know the technical specialties of teaching and should have on-going practical experience in the public schools so that he would be able to demonstrate the implications of special educational knowledge and technology in concrete teaching situations. It is not suggested that the clinical professor be a supervising teacher.

The clinical professor will be the person responsible for teaching the "Methods" course . . . (he) must be a master of teaching methods and materials; he must also be up to date on advances in the educational sciences and know how to apply this knowledge to the concrete work in which his student teacher is involved . . . (clinical professors) must periodically teach at the level of those being supervised⁶

Dr. Conant's book generated much reassessment of student teaching. A report⁷ issued by an inter-institutional study group made up of college personnel from Wayne State University and Michigan State University and public school teachers and administrators from five of Detroit's northeast suburban school districts recommended the formation of a regional teaching institute jointly

⁶Ibid., p. 143.

⁷Conversations in Teacher Education. Michigan State University; Wayne State University; The Public Schools (St. Clair Shores, Michigan: South Lake Schools, 1964), pp. 11-12.

sponsored by Michigan State University, Wayne State University and the public schools. It would be called an "institute" rather than a school or a college because it would be concerned with the applied art and science of teaching. It was suggested that the institute replace the existing area student teaching programs of Wayne State University and Michigan State University. Joint staffing by the public schools and colleges was recommended and financial support was also to be borne jointly with hoped for support from the state of Michigan. Faculty supported by the public schools was to come from a pool of competent teachers who would return periodically to classroom teaching. Methods courses were to be taught in the institute by classroom teachers and specialists from the colleges. The institute was seen as a full-time experience for student teachers in which theory could be effectively related to practice through the demonstration of methods and techniques in real situations.

The institute was seen as serving the interests of the colleges by providing improved laboratory experiences for students. The public schools were expected to gain spin-off benefits in instructional improvement because of teacher participation in the institute.

Research

This study probes for possible effects on a school staff in the areas of teacher attitudes toward children,

teacher morale, teacher performance and the teachers perception of the leadership roles of cooperating principals and college supervisors of student teaching. A review of such sources as the Education Index, The Handbook of Research on Teaching, "Doctoral Studies on the Education of Teachers and Administrators" of the Journal of Teacher Education, "Keeping Abreast in Research" of the Phi Delta Kappan, and Dissertation Abstracts of University Micro-films, Incorporated indicated that apparently no previous research probes the same research purposes as this study.

However, V. M. H. Rosenfeld⁸ studied the influence of student teachers upon 60 Pennsylvania State University supervising teachers who were working with their first student teachers. The study was designed to determine if the degree of dogmatism and the extent of personal-professional rapport between the supervising teacher and the student teacher might be related to a change in attitudes towards pupils by the supervising teacher.

Supervising teachers and student teachers were administered the Minnesota Teacher Attitude Inventory, the Dogmatism Scale and a questionnaire called Personal Professional Rapport for Cooperating Teachers. Pre-

⁸Vila Mayberry Harmon Rosenfeld, "The Influence of Student Teachers Upon Their Cooperating Teachers" (unpublished Ed.D. Dissertation, The Pennsylvania State University, 1963).

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and post-tests were employed at the beginning and end of the student teaching period. Data were analyzed according to a grouping of positive and negative M. T. A. I. scores.

Conclusions indicated some change related to the influence of the student teacher. As they related to a change in teacher attitude toward pupils, they were:

1. The degree of dogmatism of supervising and student teachers is not significantly related to a change in teacher attitude toward pupils.
2. Personal-professional rapport between supervising teachers and student teachers is not significantly related to the supervising teachers change in attitude toward pupils.
3. Supervising teachers who are associated with their first student teacher will have a change in attitude toward pupils which will be reflected by the Minnesota Teacher Attitude Inventory. The change may be either positive or negative.
4. The most dogmatic teacher is more likely than the less dogmatic teacher to have a positive M. T. A. I. score change.
5. Supervising teachers with more dogmatic student teachers may be expected to have positive M. T. A. I. score changes.

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Other studies while not inquiring directly about attitude changes of a student teaching center staff have surveyed teacher and student teacher attitudes.

Vittetoe⁹ found that superior student teachers placed with excellent supervising teachers did start, maintain, improve and finish with better over-all opinions toward teaching than did student teachers placed with fair supervising teachers.

Rose Ann Bernardo¹⁰ used the Minnesota Teacher Attitude Inventory among other tests to measure supervising teacher and student teacher attitudes toward children. She found no significant relationship between the cultural backgrounds of supervising teachers and student teachers and their attitudes toward children.

Della Piana and Gage¹¹ theorized that classroom rapport is dependent upon both teacher characteristics

⁹Jack Orin Vittetoe, "The Influence of Cooperating Teachers on the Attitude of Student Teachers" (unpublished Ed.D. Dissertation, The Pennsylvania State University, 1967).

¹⁰Rose Ann Bernardo, "Cultural Backgrounds of Student and Cooperating Teachers as Related to Attitudes Towards Children, Problems of Student Teaching and Achievement of Student Teachers" (unpublished Ed.D. Dissertation, The Pennsylvania State University, 1962).

¹¹G. M. Della Piana and N. L. Gage, "Pupils' Values and the Validity of the Minnesota Teacher Attitude Inventory," Journal of Educational Psychology, Vol. 46 (March, 1955), pp. 167-78.

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and pupil values and needs. They held that pupils' values affect the effectiveness of teachers. They studied 97 teachers and then 2,700 pupils in a mid-western city. Teachers were administered the Minnesota Teacher Attitude Inventory and pupils responded to several rating scales plus an instrument designed to discover whether a pupil wants a teacher who can help him achieve intellectual objectives [cognitive values] as opposed to a teacher who can help him satisfy his social and emotional needs [affective values]. The teachers Minnesota Teacher Attitude Inventory scores correlated highest with how well they were liked by pupils with strong affective values. The authors concluded that teacher pupil relationships are interactional and that the Minnesota Teacher Attitude Inventory will vary in validity according to the values of the pupils interacting with teachers.

In a research not using the Minnesota Teacher Attitude Inventory, Washburne and Heil¹² concluded that the teacher's personality has a marked and measurable effect on pupils academically and socially and found further evidence of interaction between the personalities of teachers and students.

¹²C. Washburne and L. M. Heil, "What Characteristics of Teachers Affect Childrens Growth," School Review, 68 (1960), pp. 420-28.

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Albert H. Yee¹³ in a search for factors involved in determining the relationship between teachers and pupils interpersonal attitudes used the Minnesota Teacher Attitude Inventory and a semantic differential called "My Class" to measure teacher attitudes. Pupils' attitudes were measured with the "About My Teacher" inventory. Preliminary results of the study showed that pupils attitudes shift to match teachers unfavorable affective attitudes toward children.

An assumption of this study is that teacher attitude is essential to the improvement of instruction. Hence, research relating to factors which influence teacher attitude and the effects of teacher attitude on pupil performance has been reviewed here. Next, literature concerned with the development of instruments used in this study will be examined.

The Instruments

Genesis of the Minnesota Teacher Attitude Inventory involved developing a rationale. C. H. Leeds¹⁴ tested 700 statements relating to children. Items such as

¹³Albert H. Yee, Factors Involved in Determining Relationships Between Teachers' and Pupils Interpersonal Attitudes, a paper presented at the American Educational Research Associations 50th Annual Meeting, Chicago, February 17, 1966.

¹⁴C. H. Leeds, "Teacher Attitude and Temperament as a Measure of Teacher-Pupil Rapport," Psychological Monogram, 64(6) (1950) [Whole No. 312].

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"Children should be seen and not heard" were phrased positively and negatively and presented to teachers in 70 elementary and secondary schools in Pennsylvania and Ohio. Principals were asked to identify who were superior and who were inferior teachers in their ability to maintain harmonious relations in the classroom. One hundred "superior" and one hundred "inferior" teachers were given two forms of the test about a month apart. Although the teachers were assured of complete anonymity, the forms were secretly marked so that the responses could be identified to determine which items were most related to the "inferior" or "superior" groups. Thus, 164 items were chosen for use in Leed's inventory.

In establishing the validity of the inventory, Leeds¹⁵ selected 100 fourth, fifth, and sixth grade teachers at random and administered the inventory. Anonymity was again assured and again the inventories were secretly marked.

Teachers performance on the inventory was correlated with three factors as follows: ratings of teachers by their principals (.434), appraisal on the Baxter Scale of Teacher's Personality Effectiveness (.486), results of a "My Teacher" questionnaire by pupils of teachers included in the random sample (.452). All were significant

¹⁵C. H. Leeds, "A Second Validity Study of the Minnesota Teacher Attitude Inventory," Elementary School Journal, Vol. 52 (March, 1952), pp. 398-405.

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at the .01 level. This study seemed to indicate that there was a definite relationship between teacher-pupil relations and those attitudes measured by the teacher attitude inventory.

Changes in teacher-pupil attitudes related to training and experience were examined by Callis¹⁶ in 1950 using a longer form of the Leeds instrument. He compared pre- and post-test results for college juniors, seniors, first year teachers and a control group. He found a significant change in mean inventory scores between the first and second administrations of the inventory for all groups. However, the change was an increase for all except first year teachers. Their first six months of experience produced a decrease in favorable attitudes toward children and an increase in undesirable attitudes.

In a later study (1953), Callis¹⁷ administered the published version of the Minnesota Teacher Attitude Inventory to a sample of 77 teachers from central Missouri. This instrument, which combined 129 items from Leeds inventories and 21 from Callis', was found significantly related to harmonious classroom relations as measured by principal, observer and pupil rating scales.

¹⁶R. Callis, "Change in Teacher Pupil Attitudes Related to Training and Experience," Educational and Psychological Measurement, Vol. 10 (1950), pp. 718-727.

¹⁷R. Callis, "The Efficiency of the Minnesota Teacher Attitude Inventory for Predicting Interpersonal Relations in the Classroom," Journal of Applied Psychology, Vol. 37 (1953), pp. 82-88.

The Minnesota Teacher Attitude Inventory is used in this study to assess pre- and post-student teaching center teacher attitudes toward children. But several other instruments used in this study were designed for use in the National Principalship Study.

The National Principalship Study conducted by Harvard University in the early 1960's explored a national sample of 189 elementary school principals, 1,750 of their teachers in 175 elementary schools located in 41 large cities throughout all regions of the United States. One part of the study was reported by Gross and Herriott¹⁸ in 1965. The Index of Teacher Morale, The Index of Teacher Professional Performance, The Teacher Questionnaire on Executive Professional Leadership were all designed for use in the National Principalship Study. Each was used in this study with the permission of Neal Gross (see Appendix A) as was a teacher questionnaire on the professional leadership functions of the college supervisor adapted from the Teacher Questionnaire on Executive Professional Leadership.

The key postulate of the National Principalship Study is Executive Professional Leadership, which is defined:

¹⁸Gross and Herriott, op. cit., p. 8.

. . . as the efforts of an executive of a professionally staffed organization to conform to a definition of the role that stresses his obligation to improve the quality of staff performance.¹⁹

The Executive Professional Leadership of 175 principals was measured by teacher questionnaires to determine how frequently the principals engaged in 18 sorts of behavior. Reliability for Executive Professional Leadership scores was established and then the relationship between Executive Professional Leadership and Teacher Morale and professional performance as well as other factors was investigated.

It was found that the principals with the greater Executive Professional Leadership led teachers with the highest morale and the findings also supported the assumption that the principal's Executive Professional Leadership does influence the classroom performance of his teachers. And further, it was reported that the principals' Executive Professional Leadership is significantly related to four out of five indices of pupil performance when the effects of social economic background of students is held constant.

Summary

It appears from the literature reviewed in this chapter that:

¹⁹Ibid., p. 22.

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1. The effective interweaving of theory and practice in teaching has been the concern of prominent educators throughout this century ranging from John Dewey to James B. Conant and the search for a good strategy goes on.
2. No research or literature was uncovered which shared the same specific focus as this study.
3. Supervising teachers who are working with their first student teachers will experience either a positive or a negative change in attitude towards children as reflected by the Minnesota Teacher Attitude Inventory.
4. Such factors as teacher dogmatism, the rapport between supervisory and student teachers and the cultural backgrounds of supervising and student teachers does not significantly affect teacher attitude towards children.
5. There appears to be a definite relationship between teacher attitudes and pupil attitude and growth.
6. Harmonious classroom relationships are apparently a product of interaction of teacher attitude and pupil values.
7. The Minnesota Teacher Attitude Inventory has been subjected to considerable research the sum of which seems to indicate that the

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Minnesota Teacher Attitude Inventory is a reasonably valid and reliable instrument.

8. There is a positive relationship between the Executive Professional Leadership functions of principals and teacher morale, teacher professional performance and pupil performance as defined and measured by the National Principalship Study.

The literature explored in this chapter may provide prologue to certain aspects of this investigation. And the designed process of this study may or may not result in outcomes which indicate possible promise for the future. The importance of the outcomes will rely, to a large extent, upon the efficacy of the study's design which is described in the next chapter.

CHAPTER III

DESIGN OF THE STUDY

The Subjects

The setting for this study was the Avalon and Colony Schools, South Lake Schools, St. Clair Shores, Michigan. St. Clair Shores borders Lake St. Clair and claims one of the largest pleasure boating harbors in the world. South Lake Schools is one of three school systems in the St. Clair Shores area. It is the southernmost of the three districts and it shares boundaries with Grosse Pointe Shores, Grosse Pointe Woods, Harper Woods, East Detroit, Roseville, Lakeview, which is also in St. Clair Shores, and the Lake St. Clair. There are seven elementary schools in addition to the junior and senior high schools. All elementary schools were constructed since 1950. The district is almost completely residential with an average disposable income per family of approximately \$8,900.

The district employs 115 elementary teachers, including specialists, to teach approximately 2,800 elementary pupils. The actual classroom teacher/pupil ratio is 27:1.

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South Lake has incorporated an organizational structure in its elementary schools which it calls a Continuous Progress Program. Essentially, it ignores grade levels which makes possible individual progress at one's own pace. The program is based on the fact that all students go through all stages of the curriculum, but each requires a different amount of time for the progression. The first year of school is called Primary One, the second, Primary Two, etc. The program recognizes that textbooks and other instructional materials come to it "graded" but that its pupils do not.

In a recent survey¹ to aid in a search for improved recruiting practices, it was discovered that for 53% of all who chose to teach at South Lake one component of their choice was nearness to their homes; 46% indicated that the competitiveness of the salary schedule was a factor; 33% were favorably impressed with the newness of the schools and 50% listed the schools organizational pattern as a factor in influencing them to accept positions.

Factors strongly influencing teachers to remain at South Lake were: congenial relations with fellow teachers, 73%; availability of teaching materials, 59%;

¹Joseph M. White, Richard A. Douglas, Theodore J. Timmerman, "An Analysis of Why Teachers Choose to Teach in the South Lake Elementary Schools" (unpublished paper, South Lake Schools, St. Clair Shores, Michigan, 1962).

administrator-teacher relations, 57%; satisfactory parent-teacher relations, 55% and teacher-pupil relations, 51%.

The staffs of the Avalon and Colony schools, considered as a unit, were assumed to be fairly typical of the South Lake elementary school staff as a whole.

Background of the Study

Avalon and Colony schools were selected for this study because of their service as participating schools in the Northeast Suburban Teaching Center, Wayne State University. This study focuses on Phase III in the development of that Center.

Phase I of the Northeast Suburban Teaching Center involved the formation of the Center Advisory Council which included the superintendents of South Lake, Lake Shore, Lakeview, Grosse Pointe and East Detroit school systems plus faculty members of Wayne State University. The Center Advisory Council designed an overall policy for the Center.

Phase II entailed the formation of the Professional Experiences Planning Committee (PEPC) which is made up of one teacher and one principal from each of the participating school districts as well as college personnel. The Committee plans and executes pre-service and in-service programs and makes policy recommendations to the Center Advisory Council.

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The subjects of the study (teachers at Avalon and Colony Schools) were informed that Phase III was in the future and that it would involve the entire staff of an elementary school working together with college personnel to plan and execute a student teaching program.

They were told that the expected benefits were these:

1. Student teachers would have the benefit of an experience planned by professional practitioners as well as theorists.
2. College faculty would be in a position to understand better the realities of classroom teaching so that they might propose more "practical" theories.
3. Classroom teachers would benefit from the stimulation of planning for student teachers and from exposure to the new ideas of college personnel.

The school staffs were encouraged to invite Dr. E. Brooks Smith, Chairman, Elementary Education, Wayne State University to select the schools as a setting for what would be called the Phase Three Pilot Project. The reasons given to teachers for inviting Dr. Smith's selection of the schools were:

1. Student-teaching is the regenerating process of our profession. When we influence it we influence the future.

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2. A nucleus of the staffs had been involved in student-teaching and had good ideas on how it could be improved.
3. They were a professionally competent group who could perform well in a project which might influence the direction student teaching takes in the future.
4. Their pupils would receive the fruits of extra teacher time.
5. The experience would be stimulating, refreshing, fun!

The staffs agreed to participate in the Phase III Pilot Project which began in early December, 1965 and was completed in mid June, 1966. It included two student teaching terms.

From this point on, references to "the staff" shall refer to the staff of the Phase III Pilot Project Center which included classroom teachers of the Avalon and Colony Elementary Schools. During the Phase III Pilot Project, the schools were considered a student-teaching center within the Northeast Suburban Teaching Center.

Description of the Design

Wedding theory to practice has long been a goal of both the colleges and public schools. The setting for this study was expected to provide the desirable cooperative conditions within public school classrooms.

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Usually, student teachers are assigned to individual supervising teachers. For the purposes of this study, however, pre-service teachers were assigned to the participating school staffs rather than to individual supervising teachers. This strategy was designed to involve each member of the school staff in planning with college of education faculty members for the professional experiences of individual student teachers. Such a setting seemed to offer the possibilities of staff involvement on a scale broad enough to affect teacher attitudes and practice throughout an entire school.

Each participating school staff was formed into supervising teams of three or four members. Each team selected a chairman. Chairmen of the supervising teams served on the supervising council which included the graduate faculty advisor, the college supervisor and cooperating principal. Prospective student teachers were screened by the supervising council and each was assigned to one of the supervising teams. Each supervising team had a voice in deciding which of its members should serve as the titular supervising teacher. The supervising teacher provided a home base for the student teacher, and became chairman of the supervising team. The supervising team decided which professional experiences were necessary to meet the individual needs of its student teacher, consistent with center policy and supervising

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council approval. Although the student teacher might remain with the supervising teacher for the entire term, frequently other members of the staff provided student teaching situations to meet students' specific needs.

Supervising teams were designed to furnish student teachers with a broader spectrum of experiences than traditional assignments provide. They were also designed to offer all members of the participating school staff an opportunity to enjoy a more direct involvement in student teaching than is possible in a typical student teaching arrangement. Ideally, they were to meet informally once each day for purposes of evaluation and planning.

The supervising council coordinated committee plans at bi-weekly meetings. It approved and proffered advice on the reassignment of student teachers within the participating school.

The supervising council also acted as a clearing house for requests from supervising teams for the assistance of center personnel outside the participating school. A supervising team or the participating school staff as a whole requested the services of school district personnel as well as members of the college faculty in presenting seminars, demonstrations and in generally providing a resource aimed at enriching the student teaching environment.

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Sequence of the Study

The project was initiated on the seventeenth of November, 1965 with the first meeting of the center staff at which plans for the study were first presented and subsequently approved by the staff. A supervising council pro tem was formed to assign staff members to supervising teams and to screen student teachers.

The first order of business was the formation of the staff into supervising teams. The plan was to divide the staff into teams of three or four members. Teachers were so assigned that teams were balanced in terms of teacher experience. No team had a preponderance of highly experienced or inexperienced teachers in its make-up. In addition, teams were structured so that they bracketed continuous teaching levels. For example, one team included teachers of kindergarten, and primary one and two. This structure provided the student who was assigned to that team and whose interest was the teaching of first year primary pupils the opportunity to teach in the kindergarten and primary II classrooms. Thus, her supervising team members shared in her preparation although her formal assignment (for record keeping purposes) was to the primary one teacher. The student teacher could also turn to supervising team members for guidance and counsel. In the event that disharmony developed between the chairman of the supervising team and the student teacher, the

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possibility existed for a transfer to another supervising team member's classroom. The goal of the team structure was to place student teachers in an internship of cooperative interaction with practicing classroom teachers while it served the purpose of enabling every staff member to plan and participate in the training of teachers.

Student teachers were to be screened for the teams not in the interest of selecting the best candidates available but in the desire to match the needs of student teachers with the strengths of supervising teams.

Student teachers were to be welcomed to the student teaching center at a "Continental Breakfast" planned by the Supervising Council. Plans called for a late opening of school on the first day of the term. Student teachers were to be introduced to their individual supervising teams and sit with them in informal groups of four or five members at card tables supplied by the staff. The Supervising Council planned the program so that talks by the principals, college supervisor of student teaching, and Chairman of the Department of Elementary Education, Wayne State University would be informative, brief and cordial. The principals were to extend a welcome for the schools and the college supervisor of student teaching was to explain the goals and anticipated benefits of the supervising team approach to the student teachers. The Chairman of the Department of Elementary Education

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was asked to describe the purposes of a student teaching center.

After breakfast, plans called for student teachers to return to the classrooms of the chairman of their supervising teams for the first day of the winter term.

Method

A few days prior to the arrival of student teachers, staff members were administered the pre-test instruments by the college supervisor of student teaching. He also administered the post-tests.

Because of the need for frank responses and candid evaluations, complete anonymity was provided to classroom teachers. There were no teacher identifications on answer sheets according to teaching level, sex, teaching experience or school assignment. Each teacher marked pre- and post-test instruments with a cryptic symbol known only to himself. This provided the anonymity desired while it enabled the comparing of pre- and post-test scores for individuals. It was recognized that the guarantee of anonymity would make detailed analysis of some factors of the data impossible. It was decided, however, since the purpose of the study was to describe the effects on a school staff of its experience in sharing with college personnel the responsibility for student teachers, that anonymity was essential to the purpose while detailed analysis was not.

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As previously outlined in Chapter I, this study uses a six-step case study method. Steps one and five entail the appraisal of staff status in terms of attitude, morale, performance, and the perception of the leadership roles of cooperating principals and college supervisors. The instruments utilized in steps one and five will be described next as will an observational check list designed for use in step four.

The Instruments

This is a descriptive study which focuses on the effects an experience in teaching student teachers has on a student teaching center staff. The effects examined will be partially described in terms of differences in pre- and post-test measures of the instruments reported below.

Minnesota Teacher Attitude Inventory

A possible outcome of the process of this study was a modified attitude on the part of the staff towards children. The Minnesota Teacher Attitude Inventory was selected because it is a well-known instrument for the measurement of teacher attitude. The Manual says:

. . . the attitudes of teachers toward children and school work can be measured with high reliability, and . . . they are significantly



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correlated with the teacher-pupil relations found in the teacher's classrooms.²

While the manual stresses that there are no "right" or "wrong" answers--only agreement or disagreement, the scoring keys have "rights" and "wrongs" labels. The Minnesota Teacher Attitude Inventory score range is from plus 150 to minus 150. Each "rights" score has a plus one value and each "wrongs" score has a minus one value.

The authors caution:

Since scores on the Inventory reflect at least to some extent the educational philosophy of the authors, the potential user should determine whether his own philosophy of education corresponds with that reflected by the Inventory before he uses it for purposes of selection. It is possible than an administrator who scored low on the inventory [i.e., whose philosophy is at variance with that reflected by the Inventory] might find that teachers who scored high might be out of place in his school system.³

The Inventory has no set time limits, but the manual indicates that most teachers complete it in twenty to thirty minutes.

Form A of the Inventory was used.

Index of Teacher Morale of
the National Principalship
Study, Harvard University

Participation in the process of this study--as it relates to close cooperation between college personnel,

²Walter W. Cook, Carroll H. Leeds, Robert Callis, Minnesota Teacher Attitude Inventory Manual (New York: The Psychological Corporation, 1951), p. 3.

³Ibid., p. 4.

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classroom teachers and administrators striving for improvement of student teaching--might magnify the importance of duties performed by staff members and increase the esteem teachers hold for one another. This index identifies the proportion of the staff team members who feel a strong sense of identity, pride and loyalty to the participating schools. The index was designed for use in the National Principalship Study, Harvard University. Norms were established for the Index of Teacher Morale in that study which will enable comparisons to be made with the results of this one.

Morale, as measured by the Index, is defined as:

". . . the proportion of the members [of a group] who display attitudes and behavior reflecting a high degree of commitment to the group and its tasks."⁴

Index of Teacher Professional
Performance, National Principal-
ship Study, Harvard University

Working with eager young people who are teachers-in-training and with college supervisors who are scanners of the pedagogical horizon increases the likelihood that the classroom teacher's view of what is possible in classroom teaching practice will be expanded. It was reasoned that an increased awareness of new instructional

⁴Gross and Herriott, op. cit., p. 58.

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possibilities would result in a change in classroom practice on the part of teachers. The Index of Teacher Professional Performance examines teacher behavior which demonstrates teacher efforts to individualize instruction to pupils. It identifies the proportion of staff members as measured in terms of six activities which focus on teacher efforts to motivate pupils; supplement textbooks with other teaching material; plan differentially for pupils with varying capabilities; provide pupils with the opportunity to explore beyond regular assignments; try new teaching methods and become aware of pupils social and emotional difficulties.

Norms established by the National Principalship Study are available for the Index of Teacher Professional Performance.

Teacher Questionnaire on
Executive Professional
Leadership, National
Principalship Study,
Harvard University

Executive Professional Leadership has been defined as ". . . the effort of an executive of a professionally staffed organization to conform to a definition of his role that stresses his obligation to improve the quality of staff performance."⁵ A theoretical formulation of the National Principalship Study design was that

⁵Ibid., p. 8.

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professional staffs will offer resistance to executive influence, and that the school principal's time is so consumed with nonleadership duties that his executive professional leadership function atrophies. The purpose for measuring the Executive Professional Leadership of cooperating principals was to determine if the interaction of the participating school staff with college of education faculty resulted in a modification of staff perception of the principals' Executive Professional Leadership.

The Teachers' Questionnaire as developed for the National Principalship Study asked teachers how frequently ("always," "almost always," "frequently," "Occasionally," "almost never," "never") principals engaged in 18 sorts of behavior. Norms were reported for 12 of the 18 items.

The Teachers Questionnaire on Executive Professional Leadership was shortened and otherwise modified to assess possible growth in teacher perception of the college supervisors' role in staff leadership.

Observational Check List
of Teacher Attitudinal
and Behavioral Modifi-
cations

An inquiry into change and attitude based upon observation necessary to step five of the method of this study seemed to require a structured observational

guide. The Check List was developed to serve this purpose.

During this study, principals looked for changes in the following areas:

1. Provision for individual differences.
 - a. Is there evidence of more sophisticated grouping on the basis of individual pupil needs?
 - b. Do teachers display an increase in sensitivity to the social and emotional needs of pupils as demonstrated by differential planning for pupils, increased use of sociometric techniques, more insightful visiting teacher and psychological testing referrals, and an increase in the time spent with individual pupils?
2. Utilization of instructional materials.
 - a. Increased use of innovative materials--to be determined from teacher materials requisitions.
 - b. Evidence of more strategic use of A-V and supplementary materials--determined by A-V requisitions and direct observation.
 - c. Increased awareness of the great variety of materials and their multivarious

approaches in instruction--as evidenced by teacher justification for requisitions, informal conversations, teachers' critical appraisals of current materials, and principal's observations.

3. Interstaff relationships.

- a. Development of informal curriculum leaders among school staff. (Do supervising teams tend to direct student teachers to certain staff members for specific curriculum information?)
- b. Do staff friendships develop on the basis of supervising team membership?
- c. Do teams develop an esprit-de-corps of their own based upon concern for the professional growth of each team's student teacher?
- d. Do student teachers identify with the team as well as with the team leader?

4. Innovative or experimental teaching.

- a. Do teachers attempt more new approaches to instruction?
- b. Is there an increase in faculty room discussion of teaching techniques?
- c. Do teachers ask the principal more frequently about innovative ideas?

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- d. Do they spend more time reading professional journals?
- e. Do teachers more often discuss educational topics on a higher plane?

Observations were to be logged on a regular basis during the time of the study.

Presentation of Instruments

For the purpose of more efficient administration, certain instruments were presented to the staff in a compilation entitled the Faculty Questionnaire, Wayne State University, Phase III, Pilot Study. The indices measuring teacher morale and performance were combined into a 14 item Question I which included two items relating to student teaching and professional renewal. The Teacher Questionnaire on Executive Professional Leadership was incorporated into Question II. Question III comprised the 12 item variant of the Teachers Questionnaire on Executive Professional Leadership which attempted to assess the staff's view of the college supervisors' leadership role.

Compilation of Data

Data will be compiled and reported as item means which will be derived from the raw scores of individual responses on pre- and post-test instruments. Comparisons between the item means derived from this study will

be made with norm groups and between pre- and post-test item means. A search for relationships will be made through an analysis of apparently significant items.

Observations made during the study will be reported in narrative style and will follow the format of the Check List of Teacher Attitudinal and Behavioral Modifications which was designed for this study.

Summary

The study took place in St. Clair Shores, Michigan, a middle class Detroit suburb. It involved classroom teachers of the Avalon and Colony Elementary Schools which for the purposes of the study were considered a student-teaching center within the Northeast Suburban Teaching Center, Wayne State University, Detroit. The study's focus was on Phase III of the development of the Center which involved the entire staffs of participating schools working together with college personnel to plan and execute a student teaching program.

The design utilized the case study method in six steps which: (1) appraised the status of the staff before involvement in the study in terms of five measures of; attitude, morale, performance, and perception of leadership roles of cooperating principals and college supervisors; (2) analyzed data received from pre-measurement; (3) organized the staff for the study; (4) observed

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for changes; (5) post-measured the staff with pre-test instruments; (6) analyzed and reported the differences.

In the next chapter an analysis of results will be presented in an order appropriate to the method and design of this study as follows:

1. Analysis of results of pre-measures.
2. Report of observations made during the study.
3. Analysis of post-measurement results.

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CHAPTER IV

ANALYSIS OF RESULTS

The central purpose of this study is to describe the effects on a school staff of its experience in sharing with college personnel in the planning and staffing of a student teaching program.

In order to provide a structured description of such effects, a before and after appraisal of the status of the staff was made. The staff's status was assessed on its attitude toward children, teacher morale, professional performance, executive professional leadership of the principal and the leadership function of the college supervisor. Instruments used in the assessment were reported in Chapter III. In this chapter, the data received from pre-measurement will be examined, observations made during the study will be reported, the results of post-measurements will be compared and the differences between pre- and post-measurements will be reported and analyzed all according to the method of the study outlined in the previous chapter.

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Pre-Measurement DataTeacher Attitude Towards
Children

Scores on the Minnesota Teacher Attitude Inventory range "plus 150" to "minus 150." When an attitude score is procured, it is recorded on an answer sheet and is then compared with the appropriate norm group to obtain its equivalent percentile rank. Table 1 shows the mean percentile rank equivalents for nine norm groups on the Minnesota Teacher Attitude Inventory, Form A.¹

Table 2 indicates the percentile ranks derived for the 25 classroom teachers who were the subjects of this study. A comparison of the data realized from the pre-test on the Minnesota Teacher Attitude Inventory shows that; although the entire staff's norm group category was for teachers in systems with more than 21 teachers who had four years training or more, only two of the 25 staff members achieved percentile rank equivalents greater than the mean percentile rank equivalent (55.1) of their appropriate norm group. In fact, the mean percentile rank equivalent computed for the staff (27.3) more nearly approximates the mean percentile rank equivalent for the rural teacher category (29.7). An examination of mean percentile rank equivalents for the nine norm group

¹Cook, Leeds, and Callis, op. cit., p. 9.

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TABLE 1.--Mean percentile rank equivalents for nine norm groups of experienced teachers for the Minnesota Teacher Attitude Inventory, Form A.

Experience Category	Mean Percentile Rank
Elementary Teachers	
Rural	29.7
Systems with Fewer Than 21 Teachers	
2 years training	29.2
4 years training	37.0
Systems with More Than 21 Teachers	
2 years training	40.1
4 years training	55.1
Secondary Teachers	
Academic	
4 years training	24.7
5 years training	40.8
Non-Academic	
4 years training	9.7
5 years training	28.9

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TABLE 2.--Pre-test percentile rank equivalents for individual staff members, Phase III Pilot Project.

Teacher Identification	Percentile Rank	Teacher Identification	Percentile Rank
A	40	N	50
B	40	O	25
C	20	P	1
D	60	Q	1
E	50	R	40
F	60	S	1
G	20	T	10
H	10	U	50
I	10	V	25
J	20	W	40
K	10	X	25
L	30	Y	40
M	5		

Mean Percentile Rank = 27.3

N = 25

categories shown in Table 1, indicates that the mean for rural teachers is the lowest of elementary teacher categories and, further, that this staff's mean exceeded only the means of academic and non-academic secondary teachers with four years training.



Teacher Morale

The Index of Teacher Morale is a six-item measure which was included as part of Question I of the Faculty Questionnaire, Wayne State University, Phase III Pilot Project. It was used to assess the proportion of staff members who felt a strong sense of identity, pride and loyalty to their participating schools. Pre-test results are presented in Table 3 using item means derived from the responses of staff members of the Faculty Questionnaire, (described in the previous chapter) which are compared with item means from the National Principalship Study.

A comparison of item means derived from this study with those obtained from the National Principalship Study discloses that the means from this study are higher for five of six items. The proportion of teachers who accept the educational philosophy underlying the curriculum of the school was appraised slightly lower (by an item mean difference of 3.3 per cent) by the subjects of this study than was reported by National Principalship Study respondents. On the other hand, the largest positive differences between National Principalship Study item means and those from this study are for the following items: Enjoy working in the school, 9.5 per cent; Respect the judgment of administrators, 7.5 per cent; Display a sense of pride in the school, 7.1 per cent.

TABLE 3.--Item means derived from Index of Teacher Morale scores for the Phase III Pilot Project compared with item means, National Principalship Study.

Item	Phase III Mean	N.P.S.* Mean	Difference
The percentage of teachers in the participating schools who according to staff members:			
1. Display a sense of pride in the school?	92	84.9	+7.1
2. Enjoy working in the school?	92	82.5	+9.5
3. Display a sense of loyalty to the school?	93	86.3	+6.7
4. Work cooperatively with their fellow teachers?	89	87.7	+1.3
5. Accept the educational philosophy underlying the curriculum of the school?	83	86.3	-3.3
6. Respect the judgment of administrators of the school?	88	80.5	+7.5

* N.P.S. = National Principalship Study.

N = 25

N = 1,226

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Teacher Performance

The effort teachers make to motivate their pupils; to supplement text books with other materials; to provide for individual differences; to enrich the curriculum for more able pupils; to implement innovative teaching methods; and to meet pupils' social and emotional needs is measured on the proportion of teachers in each staff members' school whose behavior is perceived as giving evidence of such effort. Results of the pre-test for the Index of Professional Performance are given in Table 4. As in the table of results on teacher morale, item means for this study are compared to item means obtained by the National Principalship Study. A comparison of means for items 13 and 14 is not made because those items were written for the purposes of this study only and were not included in the original Index of Professional Performance.

Item mean comparisons between the results of this study and of the National Principalship Study show that the staff members approximated within 10 percentage points the item means of the national study on items relating to motivation of pupils, planning for individual differences, updating teaching techniques, and interest in social and emotional problems of children. On two items they were somewhat unlike the teacher observers in the national study since more of the staff (13.3) were perceived as

TABLE 4.--Item means derived from Index of Professional Performance scores for the Phase III Pilot Project and compared with six item means, National Principalship Study.

Item	Phase III Mean	N.P.S.* Mean	Difference
The percentage of teachers in the participating schools who according to staff members:			
7. Do "text book teaching" only?	30	16.7	+13.3
8. Do everything possible to motivate their students?	84	79.0	+ 5
9. Plan their classes so that different types of students can benefit from them?	76	82.6	- 6.6
10. Provide opportunities for students to go beyond the minimum demands of assigned work?	65	77.0	-11
11. Try new teaching methods in their classrooms?	66	70.1	- 5.1
12. Take a strong interest in the social and emotional problems of their students?	84	80.6	+ 3.4
13. Feel a responsibility for working with student teachers?	68	**	
14. Keep abreast of the latest theory and research through study and/or reading?	61	**	
	N=25	N=1,226	

*National Principalship Study

**Items not included in National Principalship Study.

Year	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100
1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	

doing textbook teaching only and fewer of the staff (11 per cent) apparently provided opportunities for students to go beyond the minimum demands of assigned work.

Executive Professional Leadership

The status of the cooperating principals' leadership function as viewed by staff observers was pre-measured by the Teacher Questionnaire on Executive Professional Leadership which was incorporated as Question II into the Faculty Questionnaire. Teachers were asked how frequently their principals engaged in the sorts of behavior described in each of the 18 items on the questionnaire. For purposes of analysis, response choices describing frequency were given numerical values as follows: "always," 6; "almost always," 5; "frequently," 4; "occasionally," 3; "almost never," 2; "never," 1. A seventh response choice, "I do not know" is reported by indicating the N (number responding) for each item. Item means derived from numerical values of response choices are compared with item means for the upper quartile for principals upon whom observations were reported in the National Principalship Study. Table 5 includes the available item means for 12 items from the National Principalship Study.

TABLE 5.--Mean of the responses of Inase III Pilot Project staff members on 18 items of the Executive Professional Leadership Scale including comparisons with 18 item means for the upper quartile for principals in the National Principalship Study.

Question II		Response Choices		
To what extent does your principal engage in the following kinds of behavior?		4-Always 3-Almost always 2-Frequently 1-Occasionally	2-Almost never 1-Never DK-I do not know	
		Response Choice Means		
Item		Inase III	N.P.S.* Upper quartile	N Inase III
1. Gives teachers the feeling that their work is an important activity.		5.64	5.58	25
2. Gets teachers to upgrade their performance standards in their classrooms.		5.40	5.12	25
3. Gives teachers the feeling that they can make significant contributions to improving the classroom performance of their students.		5.42	5.13	25
4. Stresses "political" rather than professional considerations in his decisions.		1.34	----	23
5. Makes teachers' meeting a valuable educational activity.		4.7	4.74	25
6. Has constructive suggestions to offer teachers in dealing with their major problems.		4.51	4.34	25
7. Takes a strong interest in professional development.		4.74	4.14	25
8. Treats teachers as professional workers.		4.74	4.67	25
9. Attempts to reward teachers who are doing an outstanding job.		5.10	----	14
10. Discourages teachers who want to try out new educational ideas.		1.66	----	18
11. Utilizes research evidence when considering solutions to educational problems.		5.52	----	23
12. Considers "what is best for all the children" in his decisions affecting educational programs.		5.66	5.39	24
13. Helps to eliminate weaknesses in his school.		5.46	5.39	24
14. Reprimands teachers whose educational ideas disagree with his own.		1.67	----	19
15. Maximizes the different skills found in his faculty.		5.03	4.73	21
16. Brings to the attention of teachers educational literature that is of value to them in their jobs.		4.84	5.25	25
17. Helps teachers to understand the sources of important problems they are facing.		5.24	5.16	25
18. Displays a strong interest in improving the quality of the educational program.		5.52	5.6	25
		N=85	N=1,303	

*National Principalship Study.

Inspection of data presented in Table 5 discloses that item means yielded from responses of staff observers in this study exceeded upper quartile means for the 12 items for which means were reported in the National Principalship Study. Mean numerical values for response choices describing behavior for which maximum frequency of occurrence is desirable indicate that mean response choices are in the "almost always" to "always" response choice range. Similarly, mean numerical values for response choices describing behavior on the three items for which minimum frequency of occurrence is desirable are in the "never" to "almost never" response choice range.

College Supervisors' Leadership Function

The teacher questionnaire used to assess the status of the college supervisor as observed by staff members was adapted from the Teacher Questionnaire on Executive Professional Leadership developed for use in the National Principalship Study. It was included in the Faculty Questionnaire, Phase III Pilot Project as a 12 item Question III. Table 6 shows the results of the questionnaire as they relate to the leadership function of college supervisors participating in this study.

A survey of the data displayed in Table 6 reveals that items describing behavior of college supervisors for which maximum frequency of occurrence is desirable were

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TABLE 6.--Mean of the responses of Phase III Pilot Study staff members on 12 items of Question III relating to the leadership function of college supervisors with a comparison of 8 item means corresponding to cooperating principals' Executive Professional Leadership scores.

Question III		Response Choices			
To what extent does the college supervisor of student teaching engage in the following kinds of behavior?		6-Always	2-Almost never		
		5-Almost always	1-Never		
		4-Frequently	DK-I do not know		
		3-Occasionally			
		Response Choice Means			
Item		Mean Supvs. Phase III	Principal Means	Principal Item #	N
1. Makes cooperating teachers feel that they are making an important professional contribution.		5.1	5.64	1	16
2. Has constructive suggestions to offer cooperating teachers in dealing with student teachers.		4.5	----	--	20
3. Gives cooperating teachers the feeling that they can make significant contributions to improving the professional preparation of student teachers.		5.1	----	--	14
4. Helps cooperating teachers in solving their own classroom problems.		3.9	5.32	3	10
5. Discusses educational ideas with teachers that they can use in the classroom.		3.8	----	--	13
6. Disparages teachers whose educational ideas disagree with his own.		1.8	1.66	14	13
7. Brings to the attention of teachers resources that are of value to them in their jobs.		4.0	5.48	16	13
8. Works with teachers on experimental teaching projects.		4.4			
9. Displays a strong interest in improving the quality of teaching.		5.5	5.92	18	15
10. Helps eliminate weaknesses in the student teaching program.		5.1	5.46	13	14
11. Stresses university "policies" rather than professional considerations in making decisions about student teachers.		2.6	1.64	4	8
12. Treats teachers as professional colleagues.		5.6	5.96	8	15

reported by staff respondents to be generally in the "frequently" to "almost always" range of response choices. Descriptions of behavior relating to affective attitude or conduct of college supervisors toward staff members tended to be in the "almost always" frequency category. Items which include such phrases as, "makes cooperating teachers feel . . ."; "gives cooperating teachers the feeling . . ."; "displays a strong interest . . ."; and "treats teachers . . ." yielded the higher item means. Conversely, descriptions of behavior relating to cognitive support by college supervisors to teachers yielded lower item means. Phrases such as; ". . . [offers] constructive suggestions . . ."; "helps . . . in solving . . . problems"; "discusses educational ideas . . ."; "brings to the attention of teachers . . ."; "works with teachers . . ." are from items which tended to derive means in the "frequently" response choice interval.

Paralleling college supervisor item means with cooperating principals means for comparable items shows that staff members observe principals to be a response choice interval in the desirable direction away from supervisors for items describing cognitive leadership behavior. College supervisors and cooperating principals were observed as acting with similar frequency when evaluated on items describing affective leadership behavior.

Observations During the Study

Principals' self perceived actions and reactions which were logged during the study will be reported in this section by first presenting an observational overview which will attempt to describe the functioning of this study's design. Secondly, observations will be reported as outlined in the "Observational Checklist of Teachers Attitudinal and Behavioral Modifications" which was reported in Chapter III.

Observational Overview

The participating school staffs were organized according to the plan outlined in the design of this study. The initial discussions with the staff were held in November 1966. At one such meeting, the discussion moved smoothly as staff members raised thoughtful questions about the study. A teacher was concerned that her involvement on a student teaching team might be so time consuming that her efforts toward development of greater teaching skill would be curtailed. The explanation that the study itself would focus the staff's attention on the classroom was agreeably accepted. It was reported that another teacher had expressed the opinion that teacher education was not a responsibility of public school teachers. That same teacher, however, was later asked to serve as a supervising team leader and did so effectively and with enthusiasm.

The Continental Breakfast which provided a formal introduction of student teachers to the staff had "spin-off" benefits. The novelty of breakfast together, meeting the student teachers, the break in the week's routine which the breakfast provided, produced a visible exhilaration on the part of the staff. Teachers, secretary, custodian had all been present and had been introduced to the student teachers. The student teachers themselves appeared pleased and flattered by the attention.

Team leaders and supervising teams laid careful plans for the first day of student teaching. First contact students were provided with observational checklists. Second contact students either observed purposefully or had other specific classroom assignments to perform.

During the second week of the study, the staff met with the center coordinator, and with the Chairman of the Elementary Education Department, Wayne State University.

The Chairman of the Elementary Education Department discussed "Analysis of the Teaching Act." He described efforts in this area made by Dr. Ned Flanders,² University of Michigan and by Dr. Virginia Morrison,³ Wayne State

² Edmund J. Amidon and Ned A. Flanders, The Role of the Teacher in the Classroom (Minneapolis: Paul S. Amidon and Associates, Inc., 1963).

³ Virginia B. Morrison, Teacher-Pupil Interaction in Elementary Urban Schools, A Research Report, U. S. Office of Education Cooperative Research Project 2708 (Detroit: Wayne State University, 1965).

University. The meeting was a conscious effort to focus staff attention on the teaching act. It was followed up by two school district-wide "Colloquia": one in January and one in March. Each Colloquium consisted of a pupil free half day which used a conference approach to inservice education. The January program focused on the teaching of language arts in kindergarten, primary and intermediate schools. The March Colloquium involved the entire faculty of the South Lake Elementary Schools in a trip by school bus to Wayne State University for an afternoon on campus. Assignments to sections were contrived so that the staff involved in the study attended a session on "Analysis of the Teaching Act in Terms of R.O.S.C.A.R."⁴ (Revised Observational Schedule and Record). The presentation used segments of classroom situations which had been video taped in the Detroit area. The narrator gave a running critique of each teacher, and was particularly critical of the teaching style and classroom management techniques of one male teacher. This aspect of the presentation was the subject for vigorous discussion and debate on the part of the staff during the days following the Colloquium.

The March Colloquium ended formal efforts to focus the staff's attention on the teaching act. The

⁴ "Revised Observation Schedule and Record," an adaptation of R.O.S.C.A.R. See D. M. Medley and H. E. Mitzel, "A Technique for Measuring Classroom Behavior," Journal of Educational Psychology, XLIX (April, 1958), pp. 86-92.

Supervising Council and Supervising Teams all had regular ongoing contacts with the college supervisor, graduate faculty advisor and other college personnel who were invited to the center to advise on special problems.

Ten student teachers were assigned to the two schools comprising the Phase III Pilot Project Teaching Center for the winter term 1966. Eight student teachers were in their second and usually final teaching contact while two were experiencing their first student teaching situation.

At about mid-term, the supervising council approved and encouraged the formation of a weekly group meeting of student teachers. Since Wayne State University student teachers were assigned half day contacts, they quite frequently did not have an opportunity to meet other student teachers at lunch or at break times. They seldom developed more than a nodding acquaintance with their student teaching colleagues in the same building. The group met each Friday morning to discuss common problems. A supervising team chairman served as staff sponsor for the group and brought questions from the student's group to the supervising council. She had attended their first group meeting and requested that an agenda be established for that meeting and that they develop one for each of their subsequent meetings. Her student teacher served as chairman thereafter.

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The student teachers' group meeting was not included in the design of the study. It never received a formal title. It was referred to by the faculty as the "student teacher's meeting" or "the student group" and it was called by some staff members "the therapy session" apparently because of their perceptions of its chief function to student teachers.

The residual reactions of all staff members to their experience is not assessable. A few offered written reactions. A young woman in her second year of teaching observed:

The student teachers seemed to appreciate the opportunity to work in the various classrooms and feel this has been beneficial to them.

I feel it is a good idea to have the three teachers on a team work together in evaluating the progress of the student.

I feel this has been a successful experience for the student teachers.

A veteran teacher noted:

I feel there is little benefit as every student has had the opportunity to observe wherever they so desired before. It seems they spend less time observing this way than before.

Another veteran teacher stated:

I feel, personally, the team approach to student teaching was very fine. I appreciated the opinions of other members on my team and it seemed we arrived at a better evaluation of the student teacher. The suggestions and observations of each member contributed much to help the student teacher in her presentations in the classroom.

A gentleman with a decade of teaching experienced reported:

Group discussion is valuable as you share your ideas. Other teachers not so closely involved with a particular student teacher can be more objective in evaluation problems that have arisen.

If a supervising teacher feels he has failed with a student the other members of the team can give encouragement and help boost morale.

New supervising teachers can gain experience before being responsible for a student by being a member of a team.

This note of dissent was sounded by a teacher with considerable background as a critic or supervising teacher prior to this study:

This is a strictly personal viewpoint. I do not see the value of teams as such, and from the past months I feel other members [of the staff] became too involved, discussed too freely [in lounge] and concerned themselves when not consulted. I would rather consult members of the faculty who are genuinely concerned rather than a 'set up' team who could care less. However, in certain problem cases the 'team' might prove to be the best approach, but I think this could be accomplished without teams. It was the staff and 'Council' that backed [a student teacher with problems], not only the team.

A well organized 'Council' could be the most effective agency. This 'Council' was one of the best features of the entire program.

A thoughtful appraisal of the project was made by a man who entered teaching after beginning a career in industry:

There are several reasons why the team teaching approach for student teachers seems to be an advance over the older (one critic teacher) method.

The most obvious reason, of course, would be that a variety of ideas, methods and experiences presented to a student teacher would enrich the background of the student teacher.

Secondly, if a student encounters difficulty the advice of several different experienced teachers in a conference would provide a good remedy for the difficulty. There is a drawback to this point, however: the exceptional amount of time necessary for these conferences during lunch hour, breaks or after school will soon discourage the

teachers from attending these meeting if continued year after year. Perhaps a limit of two years should be provided and then perhaps another school in the system could take the responsibility.

Finally, the fact that there are many cases of personality conflict between supervising teacher and student or, the fact that a student might make a poor beginning and then 'freeze' when being observed during a contact causes a problem which may be resolved quickly through the team approach with a change of scenery [classroom]. This change might eventually save a good teacher who might otherwise have been lost to the profession.

A final comment is reported from a young woman who was a mother and writer before becoming a teacher:

I was not in favor of having our school become a Student Teaching Center. Hampered by poor health, I was having difficulty keeping abreast of my regular classroom duties.

At the outset of the program, I 'laid low' hoping I wouldn't be needed.

However, as time wore on, and circumstances seemed to warrant it, I involved myself. From then on I poured my life's blood into the program.

I have gained much satisfaction and enjoyment from working with the students [student teachers] and with the college supervisor. I have learned much and I hope I have at least matched the students in growth and gains in confidence and maturity.

My only objection to the student teaching program, personally, is that I had to abandon my guitar studies. This may result in a great loss to the music world.

Many times during the process of the study a cooperating principal sensed that he had lost staff leadership of the project. He didn't sense it as a result of any demonstrated change in attitude on the part of staff members, and he was not threatened by the collegial relationship which the supervising council inspired. But in between council meetings when supervising teams were convening, evaluating their observations, making

judgments, deciding on future plans, and then implementing their plans the principal felt left out. Team autonomy restricted his knowledge of what was going on and he was accustomed to maintaining an integrated knowledge of happenings in his building. He found that instead of leading or urging the staff on he was having difficulty keeping up. He adjusted to the situation as the staff demonstrated that supervising team members, team chairmen, and supervising council members all operated within the design of the Phase III Pilot Project.

The college supervisor during the six-month period of the study had as much or more contact with the staff as the principal. The college supervisor maintained a file drawer in the principal's office. He worked at a table adjacent to the cooperating principal's desk. The situation provided for frequent informal discussion on the progress of the project. The two operated as colleagues each recognizing the other's primary area of authority as they planned and worked with the staff and with student teachers. The principal exercised primary authority in the relationship as it was concerned with the school, its pupils, teachers, parents and community. The college supervisor's right was recognized as it related to student teachers, their placement, welfare and final recommendations. He became accepted as a member of the staff.

The student teachers presented a unique set of problems to each supervising team. The supervising council was concerned with each of the student teachers and assisted with their evaluation and participated in planning for them. In the case of a student teacher who performed well as a teacher but whose obesity made her movements in a classroom of small pupils difficult, the council first referred the problem to the university through the college supervisor. As the weeks passed and no source of personal counselling was found by the college supervisor, the supervising council recommended that the chairman of the student teacher's supervising team mention the potential problems of obesity to the student from a health and professional point of view; that the cooperating principal in his regular conference with the student teacher raise the issue of her obesity and refer her for a conversation with the school secretary who had recently enjoyed a major weight reduction through careful diet management. The plan was effected and the student teacher later announced that she would place herself under the doctor's care for weight reduction during the coming summer.

Challenging an outstanding student teacher became a problem for another team. The supervising council recommended part-time placement outside the school which was arranged through the cooperating principal.

The student teacher became acquainted with the program for trainable retarded children and with the junior high school program as well as other teaching levels within the participating school in an effort to provide her with direct experiences in a broader spectrum of situations than student teachers usually enjoy.

While the focus of this study did not include student teacher's reactions, it is interesting to note that most of them expressed some reservations about the team approach to supervision of student teaching. Some indicated concern about the diminished direct contacts they had with college personnel--particularly the college supervisor.

Observations as Guided by the Check List
of Teacher Attitudinal and Behavioral
Modification

A question which is fundamental to the purposes of the study asks, "Is there a change in teaching practices on the part of the school faculty?" The Check List was designed to provide partial data on which to base conclusions. Observations are grouped in four major categories as they relate to provision for individual differences, utilization of instructional materials, interstaff relationships, and innovative or experimental teaching.

Provision for Individual Differences

Observations for possible modifications of grouping practices were facilitated by an established practice of the staff. Classroom teachers would regularly confer with the principal to discuss pupil progress and to plan for future instructional strategies whenever a reading group completed a reading level. They would also meet with him at other times to discuss pupil progress. Observations based upon regular principal teacher conferences and upon direct classroom observations for the purpose of teacher tenure evaluations and as the cooperating principal observed the classroom performance of student teachers gave no indication of a change in classroom grouping practices.

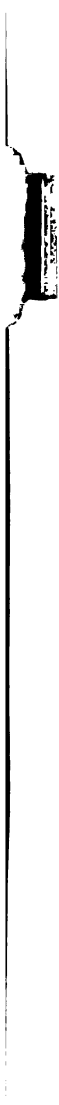
A looked for change in sensitivity to the social and emotional needs of pupils included an analysis of narrative referrals to the visiting teacher and diagnostician. A survey was made of referrals submitted during the time of the study which were compared with those received during the school term prior to the study. Based upon the analysis of teacher referral forms and direct observation there was no demonstrated evidence of change in teachers sensitivity to the social and emotional needs of children. There was in the early weeks of each term observed evidence of staff members spending more time with individual pupils. But as the term progressed team

chairmen spent more and more time away from their pupils as they allowed student teachers to accept greater responsibilities for classrooms. There was no observed evidence of the use of sociometric techniques.

Utilization of Instructional Materials

Teachers instructional materials requisitions were scrutinized during the study to determine if there was an increased use of innovative materials. All materials that teachers used, whether from supplies on hand or on special orders from outside the district were requisitioned through the school offices. An analysis of the materials requisitioned during the time of the study with requisitions from a comparable period from the previous year revealed that there was not an increased use of innovative materials.

Use of audio visual and supplementary materials was checked by an appraisal of requisition forms and by direct observation. Although there was an observed increase in the use of audio visual and other supplementary aids to instruction during the time of the study, careful review of requisition forms disclosed that the increase was due to student teacher activity. There was no evidence observed to indicate that the staff members themselves made increased or more strategic use of audio visual or other supplementary materials.



Increased teacher awareness of the great variety of materials and their many possibilities in instruction was searched for in informal conversations with teachers, teachers' critical appraisal of available materials in favor of teaching aids they considered better, and through direct observation. Results of the search described above produced no evidence to indicate that the teachers developed an increased awareness of the great variety of instructional materials as a result of their experience in the Phase III Pilot Project.

Interstaff Relationships

Development of informal curriculum leaders among the school staff was observed during the course of the study. As supervising teams sought help for specific problems of student teachers certain staff members came to be identified as specialists in the teaching of mathematics, science, phonics, grammar and social studies. Others earned status as they were called on as specialists in the areas of classroom management and individualized teaching.

The assignment of staff members to supervising teams resulted in modified friendship groupings on the staff. The results occurred as team members became more actively involved in planning for student teachers. It was observed that the more involved teams became in planning for students the more they tended to eat lunch together

and to visit together in the teacher's lounge at break times and at other pupil free times.

The supervising teams seemed to develop esprit-de-corps in relation to the size and number of problems they had to overcome in developing professional competencies in their student teachers. All teams displayed some degree of esprit-de-corps.

Most student teachers exhibited some anxiety over relating to a three member team instead of a supervising teacher. The student teachers who identified most adequately with the entire team appeared to be those who were the most mature and most able and also those who were the least mature and the least able. Second contact students who had become accustomed to the traditional student teacher-supervising teacher relationship had the most difficulty identifying with a team.

Three of the student teachers who were quite competent in their classroom performance were assigned to two or three classrooms for most of their respective terms. They appeared to seek a staff member with whom to identify because they were undecided about the roles of their various team members. Generally, student teachers identify strongly with supervising teachers and prefer minimal contact with principals. The three student teachers under discussion were atypical in that they sought out the principal for his counsel on student teaching problems.

The three occurred as separate incidents; one during the winter term, two during spring term.

Innovative or Experimental Teaching

On the basis of periodic direct classroom observations, regular principal-teacher conferences, and the usual school day conversations, there was no evidence to indicate that teachers attempted more new approaches to instruction during the period of the study.

There was, however, an increase in faculty room discussion of teaching techniques as they related to the evaluation of teachers. The March 8, 1966 Colloquium on "Analysis of the Teaching Act in Terms of R.O.S.C.A.R. (The Revised Observational Scale and Record)" created a vigorous dialogue among staff members. As previously mentioned in the "Observational Overview" section of this chapter, several teaching situations were played back on video tape. The commentator made some criticisms of an on camera teacher. While staff members did not react at the Colloquium, vigorous discussion ensued on the bus ride back to school, continued through the balance of the week and was taken up again at other times during the tenure of the study. Discussion centered primarily around specific management techniques employed by the on camera teacher mentioned above. Criticism by the commentator of the teacher's techniques were generally rejected as

too coldly clinical. Staff members pointed to characteristics of warmth the teacher displayed towards his pupils and they developed hypothetical rationales for his classroom management techniques. His total classroom environment was compared with that of another on camera teacher viewed via video tape at the Colloquium whose teaching techniques were described as being the best of those viewed. The general reaction of the staff was that while the "better" teacher may have used techniques which were more pedagogically perfect, the total classroom situation appeared to lack warmth and affection. Staff members felt that she (the on camera teacher) did not seem to really care about the children as demonstrated by an apparent aloofness.

An increased frequency of teachers questions to the principal about innovative ideas was a looked for indication of change in the area of innovative or experimental teaching. It was customary for staff members to ask the principal if he had read a certain article or knew of an innovation inaugurated in a particular school district. Such questions continued to be asked during the time of the study, but there was no noticeable increase in their frequency.

In designing the Check List it was reasoned that teachers who were experiencing an increased interest in innovative or experimental teaching would seek

information on new ideas from professional journals. Staff members usually read The Instructor, Education Digest, Elementary School Journal, The Reading Teacher, Elementary English, School and Society, and The Grade Teacher, which were purchased by the school for the professional library. There was no observable increase in the reading of the then available journals and there were no requests for staff subscriptions to other journals.

Teachers who are gaining interest in innovative or experimental teaching, it was thought, would develop a greater topical sophistication in their conversations on professional subjects. Teacher conversations usually included classroom incidents and problems as they related to pupil progress, pupil behavior, personal problems of pupils, teacher-parent relations and the work-a-day problems involving the use of textbooks and other instructional materials. There was an observable shift in conversational topic during the course of the study to problems involving the training of student teachers, which primarily included evaluation of student teaching performance and strategies for informing student teachers of their deficits while encouraging improved performance.

Post-Measurement Results and Analysis

In a previous section on pre-measurement data, the results were reported and analyzed as they compared to norm groups. In this section post-measure results will be reported and analyzed as they compare to pre-measurement data. The staff was post-measured on the same instruments used in pre-measurement.

Minnesota Teacher Attitude Inventory

One quest of this study involved a search for improved teacher attitude towards children as measured by the Minnesota Teacher Attitude Inventory. Table 7 shows a comparison of pre- and post-test scores on the Inventory.

Inspection of data reveals a drop in mean percentile rank of 3.4 from the first to the second measurement on the Inventory. Since both pre- and post-test mean percentile ranks (27.3 and 23.9) fall within the real limits of the interval for the 25th percentile as indicated on Table 2 of the Manual,⁵ the results disclose no true change in mean percentile rank from the first to the second administration of the Minnesota Teacher Attitude Inventory. The data further reveals that there was an increase in percentile rank equivalents for eight

⁵Cook, Leeds, and Callis, op. cit., p. 9.

TABLE 7.--A comparison of pre- and post-test percentile rank equivalents on the Minnesota Teacher Attitude Inventory for individual staff members, Phase III, Pilot Project.

Teacher Identification	Percentile Rank		
	Pre-Test	Post-Test	Difference
A	40	10	-30
B	40	30	-10
C	20	25	+ 5
D	60	25	-35
E	50	10	-40
F	60	70	+10
G	20	10	-10
H	10	10	0
I	10	20	+10
J	20	40	+20
K	10	10	0
L	30	30	0
M	5	5	0
N	50	50	0
O	25	40	+15
P	1	1	0
Q	1	5	+ 4
R	40	40	0
S	1	20	+19
T	10	20	+10
U	50	40	-10
V	25	5	-20
W	40	40	0
X	25	1	-24
Y	40	40	0
Mean Percentile Rank	27.3	23.9	-3.4
N = 25			

teachers. Eight individuals apparently experienced a decrease in favorable attitude towards children during the course of the study as indicated by a drop in percentile rank equivalent from pre- to post-test on the Minnesota Teacher Attitude Inventory. There was no change indicated for nine participants in the study. The mean percentile rank decrease is 22 while the mean percentile rank increase is 15. The maximum decrease for individuals is 40 percentiles, while the largest increase is 20.

Teacher Morale

A professional staff which has undertaken a new approach to student teaching and has been involved in planning together with college faculty the pre-service education of teachers might, it was judged, experience a stronger sense of identity, pride and loyalty to its schools. Results of pre- and post-test scores on the Index of Teacher Morale are compared in Table 8.

By inspection, the data shows a maximum change in means of one percentage point on any item which appears to be in effect no change since one percent of a staff of 25 classroom teachers amounts to less than one teacher.

Professional Performance

A measurable gain in the classroom performance of teachers would seem to demonstrate that public school

TABLE 8.--Comparison of pre- and post-test item means derived from Index of Teacher Morale scores for the Phase III Pilot Project Study.

Item	Pre-Test	Post-Test	Difference
The percentage of teachers in the participating schools who according to staff members:			
1. Display a sense of pride in the school?	92	91	-1
2. Enjoy working in the school?	92	91	-1
3. Display a sense of loyalty to the school?	93	92	-1
4. Work cooperatively with their fellow teachers?	89	89	0
5. Accept the educational philosophy underlying the curriculum of the school?	83	83	0
6. Respect the judgment of administrators of the school?	88	89	+1
Average of the means of items 1-6	89.50	89.16	N=25

participation in a teaching center patterned after the Phase III Pilot Project model could influence the improvement of instruction in the schools.

The Indices of Teacher Morale and Professional Performance in keeping with a partial purpose of the study stated in Chapter I searched for "measurable gains" in morale and performance. Since the indices measured the proportion of the staff who held certain attitudes or behaved in specific ways, it was reasoned that measurable gains would be indicated by increases or decreases in proportions equaling at least one teacher.

Comparison of item means yielded from the Index of Professional Performance as it was administered before and after staff participation in the process of this study are presented in Table 9.

An analysis of the results shows that the staffs estimate of the proportion of teachers who do "textbook teaching only" decreased by four percentage points after the staff participated in the study. Since the proportion each teacher represents to the group of 25 subjects of this study is 4 per cent, the results seem to indicate that the later staff estimate included the proportional equivalent of one more teacher among those who supplemented textbooks with other instructional resources.

Similarly, the difference in proportions seems to show that the equivalent of at least one teacher was

TABLE 9.--Comparison of item means yielded from pre- and post-test administration of the Index of Professional Performance.

Item	Pre-Test	Post-Test	Difference
The percentage of teachers who according to staff members:			
7. Do "textbook teaching" only?	30	26	- 4
8. Do everything possible to motivate their students?	84	77	- 7
9. Plan their classes so that different types of students can benefit from them?	76	80	+ 4
10. Provide opportunities for student to go beyond the minimum demands of assigned work?	65	70	+ 5
11. Try new teaching methods in their classrooms?	66	79	+13
12. Take a strong interest in the social and emotional problems of their students?	84	82	- 2
13. Feel a responsibility for working with student teachers?	68	77	+ 9
14. Keep abreast of the latest theory and research through study and/or reading?	61	62	+ 1
Average of the means for items 8-14	72.00	75.28	N=28



perceived as doing less than his utmost to motivate pupils after the study than was attempted before. On the basis of proportional equivalence to staff members, the difference between pre- and post-test item means suggests that the staff estimated that at least one more teacher in each case planned differently for different types of students and provided opportunities beyond the minimum assignments for more able students. Teachers trying new teaching methods in their classroom were judged by the staff at the completion of the study to have gained in a proportion corresponding to at least three teachers but was not corroborated by observation. Accordingly, a proportion equal to at least two teachers was judged as feeling a greater responsibility for working with student teachers. Proportions equaling no change were estimated by staff members for items assessing teacher interest in social and emotional problems of children and teacher awareness of the latest educational theory and research. Inspection of the pre- and post-averages of item means, however, indicates that on the average there was no real difference.

Executive Professional Leadership

When classroom teachers are exposed to potential new instructional leadership from vigorous, idealistic teachers of teachers such as were the college supervisors

of student teaching who participated in the pilot project, it might be expected that the experience would somewhat modify the staff's perception of the leadership function of the principals. Item means for teacher responses before the study began and after the study was completed are paralleled in Table 10.

The Teacher Questionnaire on Executive Professional Leadership related to the purpose of this study as outlined in Chapter I in a search for a "measurable gain" in teacher attitude toward or perception of the principal. Since both principals and college supervisors were measured on a six-point scale describing frequency of occurrence of certain types of behavior, it was reasoned that a "measurable gain" required a pre- to post-test increase or decrease of means equal to one frequency interval for which the numerical value assigned for the purposes of analysis is 1.0.

Scrutiny of the results presented in Table 10 discloses that the difference between pre- and post-test item means indicate some movement in a desirable direction in seven of the 18 items appraising the principals' Executive Professional Leadership. Means for two items moved in an undesirable direction while one item mean showed no difference.

In no case did the difference between pre- and post-test item means equal the distance of the real

TABLE 10.--Comparison of the pre- and post-test means of the responses of Phase III Pilot Study staff members on 19 items of the Executive Professional Leadership Scale.

Question II		Response Choices			
To what extent does your principal engage in the following kinds of behavior?		6-Always 5-Almost always 4-Frequently	2-Almost never 1-Never IX-I do not know		
Item		Pre-Test	Post-Test	Difference	N
1. Gives teachers the feeling that their work is an "important" activity.		5.54	5.75	+ .11	24
2. Gets teachers to upgrade their performance standards in their classrooms.		5.43	5.45	+ .02	24
3. Gives teachers the feeling that they can make significant contributions to improving the classroom performance of their students.		5.34	5.59	+ .25	25
4. Stresses "political" rather than professional considerations in his decisions.		1.14	1.44	+ .30	25
5. Makes teachers' meetings a valuable educational activity.		5.7	4.72	- .98	25
6. Has constructive suggestions to offer teachers in dealing with their major problems.		5.52	5.44	- .08	25
7. Takes a strong interest in my professional development.		5.54	5.59	+ .04	25
8. Treats teachers as professional workers.		5.59	5.80	+ .21	25
9. Attempts to reward teachers who are doing an outstanding job.		5.11	5.04	- .06	22
10. Discourages teachers who want to try out new educational ideas.		1.65	1.52	- .14	23
11. Utilizes research evidence when considering solutions to educational problems.		5.59	5.50	- .09	22
12. Considers "what is best for all the children" in his decisions affecting educational programs.		5.56	5.12	- .44	25
13. Helps to eliminate weaknesses in his school.		5.45	5.40	- .05	25
14. Reprimands teachers whose educational ideas disagree with his own.		1.37	1.48	+ .11	23
15. Maximizes the different skills found in his faculty.		5.03	4.90	- .13	22
16. Brings to the attention of teachers educational literature that is of value to them in their jobs.		5.49	5.60	+ .11	25
17. Helps teachers to understand the sources of important problems they are facing.		5.24	5.21	- .03	24
18. Displays a strong interest in improving the quality of the educational program.		5.92	5.92	.0	25
Average of means for 15 items requiring positive responses		5.46	5.43	- .03	
Average of means for 3 items requiring negative responses.		1.57	1.48	- .09	

*Differences in N are due to D. K. responses.



limits of a response choice interval, one (1.0). Only one (Item 12 which questions principal's decision based upon what is best for all children) shows a difference in means which exceeds half the distance of the real limits of a response choice interval. Item 3 which appraises the principals' ability to give teachers the feeling that they can make significant contributions to improving the classroom performance of their students, represented a gain of slightly more than one-third the distance of the real limits of a response choice interval. No other difference between pre- and post-test item means was greater than .20.

Of the 16 differences between item means which were no greater than .20; seven were greater than .10, eight were less .10 while one showed no difference. In only one case was the change in item means from pre- to post-test great enough to compare with a different quartile of National Principalship Study scores. The mean for Item 12, "Considers 'what is best for all the children' in his decisions affecting educational programs" compared with scores in the upper quartile on the pre-test but compared with scores in the third quartile on the post-test.

Inspection of the averages of item means for the 15 items which required positive responses in order to indicate improvement shows a difference of $-.03$ and the

difference for items requiring negative responses is $-.09$ both of which indicate no real change in the principals' total Executive Professional Leadership.

Leadership of the College Supervisor

It was mentioned above that staff perception of the leadership role of principals might be modified by the leadership function of college supervisors, but would the staff's perception of the college supervisors' role change? In Table 11, data are presented to show pre- and post-test item mean differences for college supervisors.

Analysis of differences between pre- and post-test item means reveals that changes occurred in a desirable direction for 9 out of 12 items. The largest desirable differences occurred on items stressing: professional values rather than university policies (Item 11), and for two items describing behavior relating to cognitive support of teachers by college supervisors (Items 5 and 7). For 9 out of 12 items, the differences in relation to the distance between the real limits of response choice intervals represented changes of less than one-third of an interval.

Scrutiny of the differences between the pre- and post-test averages of means for items requiring positive response reveals a $+.20$ difference. The pre- to post-test differences for items requiring negative responses

TABLE 11.--Comparison of the means of the responses of Phase III Pilot Project staff members on 12 items of Question III relating to the leadership function of college supervisors.

Question III		Response Choices			
To what extent does the college supervisor of student teaching engage in the following kinds of behavior?		6-Always 5-Almost always 4-Frequently 3-Occasionally	2-Almost never 1-Never DK-1 do not know		
Item	Response Choice Item Means				
	Pre-Test	Post-Test	Difference	Pre	Post
1. Makes cooperating teachers feel that they are making an important professional contribution.	5.1	5.4	+ .3	16	20
2. Has constructive suggestions to offer cooperating teachers in dealing with student teachers.	4.5	4.8	+ .3	15	20
3. Gives cooperating teachers the feeling that they can make significant contributions to improving the professional preparation of student teachers.	5.1	4.8	- .3	14	21
4. Helps cooperating teachers in solving their own classroom problems.	3.9	4.0	+ .1	10	12
5. Discusses educational ideas with teachers that they can use in the classroom.	3.8	4.4	+ .6	13	15
6. Disparages teachers whose educational ideas disagree with his own.	1.8	1.4	- .4	13	13
7. Brings to the attention of teachers resources that are of value to them in their jobs.	4.0	4.7	+ .7	13	16
8. Works with teachers on experimental teaching projects.	4.4	4.1	- .3	9	16
9. Displays a strong interest in improving the quality of teaching.	5.5	5.6	+ .1	15	18
10. Helps eliminate weaknesses in the student teaching program.	5.1	4.9	- .2	14	17
11. Stresses university "policies" rather than professional considerations in making decisions about student teachers.	2.6	1.8	- .8	8	13
12. Treats teachers as professional colleagues.	5.6	5.7	+ .1	15	20
Average of means for 10 items requiring positive responses	4.60	4.80	+ .20		
Average of means for 2 items requiring negative responses	2.20	1.60	- .60		

*Differences in N are due to D. K. responses.



discloses an improvement of $-.60$. Reasoning that a true change would be indicated by a difference equaling a full response choice interval (1.0) between the pre- and post-test averages of item means, inspection of differences shows no true change in the staff perception of the total leadership function of the college supervisor of student teaching.

A comparison of pre- and post-test differences between principals' and supervisors' scores on eight comparable items in Table 12 shows that scores became somewhat more alike on the post-test. There was a change greater than one interval in the difference between principal and college supervisor's means for Item 11 which relates to placing professional values over university "policies" or local school district "policies." A change of more than half of interval is noted for Item 7 regarding the supervisor calling teachers' attention to resources that are of value to them in their jobs. Other changes in difference between principals' and supervisors' scores are less than one-third of an interval and remain in keeping with the analysis of differences between principals and supervisors previously outlined in the "Pre-Measurement Data" section of this chapter.

Summary

The purpose of this study was to describe the effects of working together with college personnel in

TABLE 12.--Comparison of eight post-test items relating to the leadership function of college supervisors with eight post-test items of principals executive professional leadership.

Item	Pre-Test				Post-Test			
	College Supervisor	Principal	Difference	Principal's Item Number	College Supervisor	Principal	Difference	Change of Difference
1. Makes cooperating teachers feel that they are making an important professional contribution.	5.4	5.74	+ .4	1	6.1	5.64	+ .6	+ .2
4. Helps cooperating teachers in solving their own classroom problems.	4.0	5.68	+1.7	3	3.9	5.32	+1.4	- .3
6. Disparages teachers whose educational ideas disagree with his own.	1.4	1.48	+ .1	14	1.8	1.66	- .1	+ .2
7. Brings to the attention of teachers resources that are of value to them in their jobs.	4.7	5.60	.9	16	4.0	5.48	+1.5	+ .6
9. Displays a strong interest in improving the quality of teaching.	5.6	5.92	+ .3	18	5.5	5.92	+ .4	+ 1
10. Helps eliminate weaknesses in the student teaching program.	4.9	5.40	+ .5	13	5.1	5.46	+ .4	+ .1
11. Stresses university "policies" rather than professional considerations in making decisions about student teachers.	1.8	1.44	- .4	4	2.6	1.64	-1.0	+1.2
12. Treats teachers as professional colleagues.	5.7	5.80	+ .1	8	5.6	5.96	+ .4	+ .3

the planning and executing of a student teaching center. The data were reported according to the designed method of the study and included an analysis of pre-measures and comparisons with norm groups, observations made during the study and a report of post-measurement data with a comparison of pre- and post-test results.

Analysis of pre-measures indicated that the staff measured somewhat lower in attitude toward children as compared to teacher attitude inventory norms while it generally exceeded National Principalship Study norms on the Index of Teacher Morale and the Index of Professional Performance. Teacher responses on the Executive Professional Leadership Questionnaire resulted in cooperating principals scores falling in the upper quartile as indicated by norms as established by the National Principalship Study. Results of the questionnaire assessing the leadership function of the college supervisor of student teaching indicated that staff members perceived that supervisors behaved with the same frequency as principals in areas involving affective leadership behavior while they perceived principals behaving with more frequency in areas describing cognitive leadership behavior.

Observations during the study included a description of the study in narrative style in the Observational Overview and by principals' responses to the Check List of

Teacher Attitudinal and Behavioral Modifications. One principal reported that he felt some loss of leadership as a result of the designed staff structure. Remarks from staff members indicated some belief in the superiority of the team approach to student teaching, but that belief was not unanimous. Student teachers at times appeared unsure as to with which team member they should identify. Least able and most able student teachers had least difficulty adjusting to supervising teams. Check list data seemed to show that there was no change on the part of staff members on items related to classroom teaching, but appeared to reveal increases in frequency and intensity of items as they could be related to student teaching.

Analysis of post measures disclosed: no real change in teacher attitude as measured by the Minnesota Teacher Attitude Inventory, no change in teacher morale as indicated by teacher responses on the Index of Teacher Morale, no gain in teacher perceived professional performance as measured by teacher responses on the Index of Professional Performance, no change in the Executive Professional Leadership of Principals' and no change in the leadership function of the college supervisors of student teaching. Slight evidence was found of an increase of the college supervisors' leadership score on items on which principals scores recorded decreases.

The results of this study will be discussed further in the next chapter in which the study will be summarized, conclusions stated and implications for future research suggested.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

The central objective of this study was to describe the effects on a public school staff of its experience in sharing with college personnel the responsibility for student teachers. A series of goals peripheral to the main purpose included a quest for answers to six questions which sought to discover:

1. Does participation in the process of the study result in an improved teacher attitude towards children as measured by the Minnesota Teacher Attitude Inventory?
2. Is there an observed change in teacher behavior as seen through the use of the Check List of Teacher Attitudinal and Behavioral Modifications?
3. Does the staff's esprit-de-corps increase as measured by the Index of Teacher Morale?
4. Does teachers' classroom performance show the influence of participation in the process of the study as measured by the Index of Professional Performance?

5. Does the principal modify his efforts to improve the quality of staff performance?
6. Does the principals' Executive Professional Leadership change through staff interaction with college of education faculty?

The previous literature reviewed uncovered no research or writing which shared the same focus as this study but literature which was judged to have a bearing on the present study was surveyed. Particularly, research establishing the reliability and validity of the Minnesota Teacher Attitude Inventory was reported as was research demonstrating a relationship between teacher attitudes and pupil attitudes and growth; and the interaction of pupil values and teacher attitude as they contribute to harmonious classroom relations. Findings of the National Principalship study were reviewed which discovered a positive relationship between the Executive Professional Leadership function of principals and teacher morale, teacher professional performance and pupil performance as defined and measured in that study.

St. Clair Shores, Michigan, a middle class Detroit suburb, was the setting for this study which focussed on classroom teachers of the Avalon and Colony Elementary Schools. For the purposes of this study, the schools were considered a student teaching center within the Northeast Suburban Teaching Center, Wayne State University.

The inquiry centered on Phase III of the development of the Center which involved entire staffs of participating schools working together with college personnel to plan and execute a student teaching program.

The case study method was utilized in the design of the study. It incorporated six steps which: (1) appraised the status of the staff before involvement in the study on five measures of attitude, morale, performance, and perception of leadership roles of cooperating principals and college supervisors of student teaching, (2) analyzed data received from pre-measurement, (3) organized the staff for the study; (4) observed for changes, (5) post-measured the staff with pre-test instruments, and (6) analyzed and reported the differences.

The data was reported according to the designed method of the study and included an analysis of pre-test data as they compared to norm groups. Observations made during the study were reported. An analysis of post-measurement data as they compared to pre-test data was made.

Pre-measurement analysis demonstrated that the staff measured somewhat lower in attitude toward children as compared to Minnesota Teacher Attitude Inventory norms while it generally exceeded National Principalship Study norms on the Index of Teacher Morale and the Index of Professional Performance. Principals Executive



Professional Leadership scores fell in the upper quartile as indicated by National Principalship Study norms. The leadership function of the college supervisor of student teaching as appraised by the staff was seen as comparable to the principals in the area of affective leadership behavior. College supervisors were seen as acting with less frequency than principals in cognitive leadership behavior areas.

Observations recorded during the time of the study described the cooperation possible between members of the supervising teams, supervising council, college personnel, and participating school staff as they worked to improve the personal and professional skills of student teachers. The principal saw some dilution of his leadership role. Some staff members related that they saw the team approach to student teaching as superior to the conventional approach. Others did not wholly agree. Check list analysis of observations revealed that there was no apparent change on the part of staff members on items related to classroom teaching, but there seemed to be an increase in the frequency and intensity of items as they could be related to student teaching.

Post-measure analysis showed that there was no real effect on teacher attitude as measured by the Minnesota Teacher Attitude Inventory. Results of the Index of Teacher Morale pre- and post-measure analysis revealed no change.

The way teachers perceived the professional performance of their colleagues varied somewhat in a positive direction as indicated by teacher responses for certain items on the Index of Professional Performance but there was no measurable gain on the index as a whole. Executive Professional Leadership scores of participating principals registered little item change from pre- to post-test. There was no measured gain in total Executive Professional Leadership. College supervisors' leadership function was assessed by staff members as improving moderately on certain items during the time of the study. Slight evidence was found of an increase in scores of college supervisors on items on which principals' scores showed decreases but there was no measurable gain in the total leadership function.

Conclusions

This section attempts to answer some of the questions raised in Chapter I. Six of the specific quests of this study are responded to below.

1. Participation in the designed process of planning and executing a program preparing teachers-in-training in concert with college faculty did not result in an improved attitude towards children as measured by the Minnesota Teacher Attitude Inventory.

Inspection of pre- and post-test percentile rank equivalents reveals that both mean percentile ranks fall within the real limits of the 25th percentile. While comparison of pre- and post-test data revealed wide differences in percentile rank equivalents for individuals, the design of the study which assured complete anonymity to respondents for the purpose of obtaining their frank and candid responses made appraisal of the causes of individual attitudes change impossible.

2. There were no changes in teaching behavior observed during the process of the study in the following areas; greater concern for individual differences, improved use of instructional materials, increased interest in innovative or experimental teaching.

There was an observed modification of interstaff relationships during the study.

Observations noted that certain teachers were frequently called upon to aid student teachers in specific instructional areas. Such teachers were turned to as staff specialists. Assignment of staff members to supervising teams, it was reported, resulted in modifications in friendship groupings.

3. Teacher morale as measured by the Index of Teacher Morale did not increase during the study.

Inspection of data shows that the greatest differences between staff proportions estimated before and after the study on any of the six items of the Index was a plus or minus one.

4. Their experience in the process of this study demonstrated no real influence on the classroom performance of teachers as measured by the Index of Professional Performance.

While an examination of the pre- and post-test results showed variations in item means, comparison of the pre- and post-test averages of item means revealed no true difference. The finding is in agreement with the conclusions noted above which resulted from observations of teaching behavior during the study.

5. The principal did modify his efforts to improve the quality of staff performance.

One principal's self perceived actions and reactions as recorded in the "Observational Overview" section of Chapter III indicated that the principal operated with greater collegiality with the staff. His working relationship with the college supervisor of student teaching was also described as one of collegueship. Although the principal retained primary authority for the school during the study, he shared his authority with the college supervisor and he became more involved in the planning for and counselling of student teachers.

6. The teachers' perception of the principals' Executive Professional Leadership was not truly modified through interaction with college of education faculty as measured by the Teacher Questionnaire on Executive Professional Leadership.

An analysis of pre- and post-test item means presented in Table 10 suggested that the staff's experience during the process of the study had a possible influence on teachers perception of the frequency with which principals displayed specific executive behaviors. Comparison of the results of pre- and post-differences between principals' Executive Professional Leadership and teachers appraisal of the leadership function of college supervisors as displayed in Table 12 indicated movement of scores in a direction which pointed toward possible convergence. However, inspection in Table 10 of pre- and post-test averages of item means reflecting the total Executive Professional Leadership of principals, which was the actual focus of this question, disclosed no true modification.

The college supervisors of student teaching as appraised by teachers did not demonstrate measurable gains in total leadership function. There were measurable gains on specific items describing types of behavior but they were not great enough to affect a measurable gain for the total leadership function.

Conclusions Related to Observational Overview

A study of evidence reported throughout the Observational Overview section in Chapter IV of this thesis leads to the following conclusions:

1. Experiences during this study caused the staff to value more highly its own resources.

At outset of the study the supervising council tended to look toward the university as a resource for solving problems and meeting the needs of student teachers. As the project developed, the supervising council looked more to staff members to effectively solve problems and meet the needs of student teachers.

2. Planning and executing a program for student teachers had the effect of involving teachers in attempts to remake student teachers educationally, psychologically and physically in pursuit of optimal student teacher development.

Observations noted that the staff worked to improve one student teacher's speech, grammar and mental attitude as well as teaching techniques in order to improve classroom performance. Another student teacher was encouraged through a strategy designed by the supervising council to lose weight as a means to potential improvement of classroom performance.

3. Video taped presentations of segments of classroom teaching situations analyzing the teaching act were the greatest stimulators of teacher discussion and reaction of any of the project activities.

Observations indicated that informal staff discussions continued for most of a week and were renewed at other times during the study as a result, primarily, of a commentators criticism of certain classroom teaching practices. Whether staff members reacted out of a professional interest in the teaching act or whether they perceived certain of the criticized techniques as practices of their own is a moot question.

An essential question flows from the central purpose of this study which asks, "What are the effects on a public school staff of its experience in sharing with college personnel the responsibility for student teachers." The concluding response is: There were no measured gains in teacher attitude, morale, professional performance, principals' executive professional leadership and the leadership function of college supervisors as measured by the respective instruments. There were, however, observed changes reflecting increased interest in student teaching on the part of the staff, a modification of the principals' leadership behavior, and modification of inter-staff relationships.

Discussion

A question arising out of the findings of this study requires an explanation of how a school staff whose attitude towards children as measured and confirmed by the Minnesota Teacher Attitude Inventory can score well below the established norms for teachers with their experience and employment and yet function effectively in a competitive and professionally demanding suburban school setting. If Callis¹ found correctly that Inventory scores are significantly related to harmonious classroom relations, it might be expected that a staff whose average attitude towards children is represented at the 25th percentile would also maintain below average pupil teacher relations. However, the staff had maintained a reputation for excellence sufficient to create a continued demand from three universities for its supervision of student teaching services, which had exposed it to the close scrutiny of college supervisors and had undergone the most crucial test of serving children from families holding high expectations for teachers and schools.

A possible answer may lie in the findings of Della Piana and Gage.² They concluded that the Minnesota

¹Callis, op. cit., "The Efficiency of the Minnesota Teacher Attitude Inventory for Predicting Interpersonal Relations in the Classroom," pp. 82-88.

²Della Piana and Gage, op. cit., pp. 167-178.

Teacher Attitude Inventory varies in validity according to the values of pupils interacting with teachers. Another possibility might be found in sociology as it relates to prejudice and discrimination. Just as there can be prejudice without discrimination³ because controlling factors which may be social, legal or economic can sanction against it, so it might be reasoned that negative attitudes towards children can exist without causing negative behavior towards children. Teachers have learned effective skills and techniques for working with children and use them because of their awareness of the expectations of administrators, parents or professional peers and/or their allegiance to professional standards which call for positive sorts of behavior towards children.

Implications for Principals

It was a purpose of this study to appraise the process as it involved the staff in a collegueship relation with college faculty members to see if it suggested new ways to principals for the improvement of instruction. Machiavelli⁴ advised undertaking great enterprises to capture the imagination and attention of followers. The

³See George Eaton Simpson and J. Milton Yinger, Racial and Cultural Minorities; An Analysis of Prejudice and Discrimination (2d ed. rev.; New York: Harper & Brothers, 1958), p. 21.

⁴Niccolo Machiavalli, The Prince (Chicago: The Great Books Foundation, 1955), pp. 74-75.



Phase III Pilot Project was certainly viewed as a great undertaking by the staff and it fixed their attention on and inspired their efforts towards the improvement of student teaching. It was thought that the designed process of this study might produce spill-over benefits for the improvement of instruction. While no measurable gains were found which promised direct benefits to classroom instruction, the project approach which centers an entire staff's attention on a common venture suggests an administrative technique which with the proper focus might be used effectively for the improvement of instruction.

Improvement Strategy

Improvement implies change and instructional change does not occur unless the teacher decides to change. A principal could from his position of authority possibly change one teacher at a time simply by telling a teacher that improvement is needed. Such an approach might be necessary and effective for use with a teacher whose classroom performance falls below the normal expectations of the school staff and community, but it would present considerable risk for the principal who used it as a technique to improve the professional performance of an entire staff. The staff might decide that the needed change was in the principal.

Leavitt⁵ believes that people do not change unless they become uncomfortable in the status quo. He suggests several possibilities for inducing in them the desire to change; wait until the world makes them feel uncomfortable; try to raise levels of aspiration so that present behavior is discovered inadequate and awkward; get a third party to influence them.

Two of Leavitt's strategies for change were incorporated (but not by design) in the second Instructional Improvement Colloquium described in Chapter IV. It used video taped segments of the teaching act analysed with R.O.S.C.A.R. The staff was presented with new knowledge on the act of teaching by a third party. The commentator's critique of the several on camera teachers enabled staff members to judge their own teaching performance on the basis of how each staff member identified his own self perceived performance with that of on camera teachers. Staff members who apparently identified with the most criticised of on camera teachers reacted against the commentator. The principals, college supervisors and the college personnel who actually arranged the situation were able later to share their reactions with the staff.

⁵Harold J. Leavitt, Managerial Psychology (Chicago: The University of Chicago Press, 1958), pp. 161-164.

It was noted in the "Observational Overview" section of the previous chapter that the presentation evoked much discussion which continued for a number of days and was taken up later at other times during the study.

Properly channelled, it seems that the techniques of placing staff members in situations where they can see their inadequacies and/or using a third person to make them feel uncomfortable about their performance status quo offers principals potentially effective techniques for producing an environment conducive to instructional improvement.

Efforts towards instructional improvement on the part of school staffs generally involve curriculum concerns which result in dividing the staff into grade level or subject matter groupings. Typically, the more intelligent, creative and articulate members of the staff are not dispersed equally among the groups. The overall effects, therefore, frequently result in little more than tinkering with the curriculum with no essential change in instruction.

Total staff involvements are most desirable since the more gifted and talented staff members can react together thereby challenging and stimulating the entire staff.

While few causes exist which are sufficient to capture the interest and excite the idealism of an entire staff, the observed effects of an analysis of the

teaching act seems to suggest to principals, that the topic can be a stimulator for vital involvement of teachers in personal assessments. Such self assessment can lead to their improved professional performance.

Action Through Study

The purpose for introducing staff members to studies of the teaching act during this project was to expand their knowledge so that they might become more competent teachers of teachers. Spin-off benefits to children were also hopefully anticipated. But the results of this study lead to the conclusion that the improvement of instruction must be more directly pursued. A straight-forward way to improve the quality of the teaching act seems to require something more than informing teachers about how it can be analyzed. Principals might organize staffs to study the teaching act by employing the following strategy: (1) observe together as a staff video taped segments of teaching-learning situations to search for specific classifications of teacher behavior, (2) appraise the observed on camera teacher's behavior as it relates to theoretically desirable behavior: the staff decides which behavior is most appropriate, (3) implementation of staff decisions on more appropriate practices or desirable behavior by staff members in their classrooms; and (4) reports by each staff member to the entire staff regarding the

success and/or problems encountered during the attempted implementation. The staff analyzes each report, proffers advice and encouragement among the members.

Since the strategy proposed above includes implementation it calls for change and, hopefully, improvement of the teaching act. To make this strategy operational, principals must first establish an environment conducive to change as described earlier.

Student Teaching and Pupils

Teachers demonstrated a considerable increase in enthusiasm and they expended much additional effort during the study. The results of the study indicate that the staff's extra efforts were directed towards student teachers rather than pupils. This fact raises the question: did pupils suffer as a result of staff concentration on student teaching? Although students were not the focal point of this inquiry, it was reported in the "Observational Overview" section of the previous chapter that the students enjoyed the services of "the second teacher." Pupils in every classroom had some contact with student teachers. There is nothing in the results of this study to suggest a loss to pupils, but there is some indication of pupil benefit.

Supervising Teams and Student Teachers

Staff members generally viewed the supervising team approach to student teaching as providing specific benefits to student teachers. Primarily, the staff believed that the several professional mentors which the makeup of the supervising teams offered each student teacher, provided student teachers with a variety of techniques, ideas and experiences which would enrich their preparation for teaching. However, based upon limited observed reactions of student teachers, it appears that student teachers more highly value the security of identifying with a single supervising teacher. Perhaps both the presumed benefits of supervising team mentorship for student teachers could be supplied and the student teachers' apparent need for identification with an individual supervising teacher could be met by placing greater emphasis on the hierarchical structure of the supervising teams. That is, accent the supervising teacher role of the chairman of the supervising team, and stress the advisory and supportive nature of the team member's roles.

The Supervising Council

One staff member's perceptions of supervising team performance during the process of the study indicated that some team members "could care less" about student teaching. It was suggested that the supervising council

could be the most effective agency. The suggestion seems to offer a practicable alternative. A council composed of supervising teachers, principal, college supervisor and other college representatives, could meet regularly to assess the progress of all student teachers undergoing internship in the participating school. The council could refer specific problems of student teachers to staff members who are concerned and who have special knowledge, talent, or skill to help student teachers. This plan would do away with the supervising teams altogether, but it would retain the benefits to student teachers which were claimed for the supervising team approach; while it would eliminate the possible problem of student teacher insecurity due to confusion over the student teacher-supervising teacher relationship.

The purpose of supervising teams as they were designed for this project was to involve all classroom teachers of a student teaching center in the process of working with student teachers and college faculty to see if the experience resulted in measurable gains to the staff in areas which were reasoned to be essential for the improvement of instruction. Since the results of this study led to the conclusion that for this staff participation on supervising teams produce no measurable gains toward the improvement of instruction, future designs for student teaching should place the quality of

the student teaching experience first without regard for the benefit of involvement for the staff.

Public School-College of
Education Relations

The findings of this study bear directly on the attitude of those public school personnel who see the benefits obtained from the student teaching partnership accruing mainly to the college. Although this study found no measurable gain in classroom instruction as a result of staff participation in student teaching, a more realistic expectation for student teaching appears to lie in the improvement of instruction through the improvement of student teaching.

Hicks and Jameson⁶ suggest that public school participation in student teaching can improve instruction by working with college personnel to improve the quality of teachers which the colleges prepare for employment in the public schools. Demonstrated gains might be searched for with better wisdom in the performance of newly graduated teachers as they enter professional practice.

Implications for Future Research

Shortcomings of the present study imply direction for future research. The design of this study as it

⁶William V. Hicks and Marshall C. Jameson, The Elementary School Principal at Work (Englewood Cliffs, N. J.: Prentice Hall, Inc., 1957), pp. 228-229.

provided complete anonymity to staff members in the interest of obtaining frank, candid responses made it impossible to tell if individual staff member's gains or losses occurred to those who were most involved in the study or least involved. Future research should attempt to discern the roles staff members play in the process of the study so that results can be analyzed in more detail. Some specific questions to be answered are: (1) When staff members become involved in student teaching, do they tend to become more interested in student teachers than in pupils? (2) Does the effect upon pupils of having a "second teacher" in the student teacher change pupil values or attitudes toward their regular teacher? (3) If there is a change in pupil attitude or values, does it beget a resultant change in attitude on the part of their regular teacher which might be anticipated in view of the findings of Della Piana and Gage⁷ as reported in Chapter II of this study? (4) If pupil and teacher attitudes do change as a result of the student teacher's presence in the classroom, is there a change in the harmony of classroom relations; is it a beneficial or detrimental change; does the quality of the change depend upon the affective or cognitive values of pupils and of the teacher?

⁷Della Piana and Gage, op. cit., pp. 167-78.

The duration of the Phase III Pilot Project was approximately six months. There were no measurable gains found over the project period. But it is possible that residual effects of the study influenced teachers to modify teaching practices during the following school year. Subsequent studies should have a greater duration--at least two years--to determine whether or not teachers when they are free of the pressures of involvement in a student teaching project do draw from their experiences in planning for the next year's teaching. A longer ranged study should also disclose whether or not college supervisors and cooperating principal's leadership scores will reach a point of convergence as hinted in the analysis of results of the Executive Professional Leadership Questionnaire and questionnaire on the college supervisor's leadership function.

The results of this study indicated that the staff under scrutiny was below norm on the Minnesota Teacher Attitude Inventory and generally scored above the norms on instruments borrowed from the National Principalship Study. It is recommended that a larger sample more representative of the classroom teacher population be involved in future, more comprehensive studies relating to public school-college of education relationships.

APPENDICES

APPENDIX A
CORRESPONDENCE

HARVARD UNIVERSITY
GRADUATE SCHOOL OF EDUCATION

ROY E. LARSEN HALL, APPIAN WAY
CAMBRIDGE, MASSACHUSETTS 02138

December 14, 1965

Mr. Joseph White, Principal
Avalon Elementary School
20000 Avalon Avenue
St. Clair Shores, Michigan 48080

Dear Mr. White:

I would be glad to give you permission to use some of the instruments from the National Principalship Study in your proposed study.

My supply of questionnaires used in the National Principalship Study is now exhausted, but you could incorporate the parts of the questionnaire that you are interested in into your own questionnaire without difficulty. The items for the Index of Teacher Morale, Index of Teacher Professional Performance, and Index of Executive Professional Leadership are all given in the book, Staff Leadership in Public Schools by Neal Gross and Robert E. Herriott which was published this year by John Wiley & Sons.

Sincerely yours,



Neal Gross
Professor of Education
and Sociology

NG:mc

APPENDIX B

THE INSTRUMENTS

NORTHEAST SUBURBAN TEACHING CENTER

Faculty Questionnaire
Wayne State University
Phase III Pilot Study

The purpose of this questionnaire is to determine the attitude of the staff as a whole. All replies will be kept in strictest confidence. It is essential to the success of the study that you be able to identify this questionnaire as your own at a later date. Please place an identifying mark on the line in the upper right hand corner. It can be a picture, symbol, wedding, graduation or birth date--anything--just so that you can pick this out as your questionnaire--later in the year.

Please answer the questions below.

QUESTION I

Of the teachers in your school, what per cent:

1. Display a sense of pride in the school? _____%
2. Enjoy working in the school? _____%
3. Display a sense of loyalty to the school? _____%
4. Work cooperatively with their fellow teachers? _____%
5. Accept the educational philosophy underlying the curriculum of the school? _____%
6. Respect the judgment of administrators of the school? _____%
7. Do "text book teaching" only? _____%
8. Do everything possible to motivate their students? _____%

9. Plan their classes so that different types of students can benefit from them? _____%
10. Provide opportunities for students to go beyond the minimum demands of assigned work? _____%
11. Try new teaching methods in their classrooms? _____%
12. Take a strong interest in the social and emotional problems of their students? _____%
13. Feel a responsibility for working with student teachers? _____%
14. Keep abreast of the latest theory and research through study and/or reading? _____%

COMMENTS: _____

Please answer Question II for each statement below as it applies to the principal of your school. In answering the question, please write in each space one letter that best describes the behavior of your principal.

QUESTION II

To what extent does your principal engage in the following kinds of behavior:

A - Always B - Almost always C - Frequently
 D - Occasionally E - Almost never F - Never
 N - I do not know

1. Gives teachers the feeling that their work is an "important" activity. _____
2. Gets teachers to upgrade their performance standards in their classrooms. _____
3. Gives teachers the feeling that they can make significant contributions to improving the classroom performance of their students. _____
4. Stresses "political" rather than professional considerations in his decisions. _____

5. Makes teachers' meetings a valuable educational activity. _____
6. Has constructive suggestions to offer teachers in dealing with their major problems. _____
7. Takes a strong interest in my professional development. _____
8. Treats teachers as professional workers. _____
9. Attempts to reward teachers who are doing an outstanding job. _____
10. Discourages teachers who want to try out new educational ideas. _____
11. Utilizes research evidence when considering solutions to educational problems. _____
12. Considers "what is best for all the children" in his decisions affecting educational programs. _____
13. Helps to eliminate weaknesses in his school. _____
14. Reprimands teachers whose educational ideas disagree with his own. _____
15. Maximizes the different skills found in his faculty. _____
16. Brings to the attention of teachers educational literature that is of value to them in their jobs. _____
17. Helps teachers to understand the sources of important problems they are facing. _____
18. Displays a strong interest in improving the quality of the educational program. _____

COMMENTS: _____

Please answer Question III for each statement below as it applies to the college supervisor of student teaching. In answering the question, please write in each space the one letter that best describes the college supervisor of student teaching that you have worked with most recently.

QUESTION III

To what extent does the college supervisor of student teaching engage in the following kinds of behavior?

- A - Always B - Almost always C - Frequently
D - Occasionally E - Almost never F - Never
N - I do not know

1. Makes cooperating teachers feel that they are making an important contribution. _____
2. Has constructive suggestions to offer cooperating teachers in dealing with student teachers. _____
3. Gives cooperating teachers the feeling that they can make significant contributions to improving the professional preparation of student teachers. _____
4. Helps cooperating teachers in solving their own classroom problems. _____
5. Discusses educational ideas with teachers that they can use in the classroom. _____
6. Disparages teachers whose educational ideas disagree with his own. _____
7. Brings to the attention of teachers resources that are of value to them in their jobs. _____
8. Works with teachers on experimental teaching projects. _____
9. Displays a strong interest in improving the quality of teaching. _____
10. Helps eliminate weaknesses in the student teaching program. _____

11. Stresses university "policies" rather than professional considerations in making decisions about student teachers. _____

12. Treats teachers as professional colleagues. _____

COMMENTS: _____

OBSERVATIONAL CHECK LIST OF TEACHER ATTITUDINAL
AND BEHAVIORAL MODIFICATIONS

Northeast Suburban Teaching Center
Wayne State University
Phase III Pilot Study

During this study, building principals will look for changes in the following areas:

1. Provision for individual differences.
 - a. Is there evidence of more sophisticated grouping on the basis of individual pupil needs?
 - b. Do teachers display an increase in sensitivity to the social and emotional needs of pupils as demonstrated by differential planning for pupils, increased use of sociometric techniques, more insightful visiting teacher and psychological testing referrals, and an increase in the time spent with individual pupils?
2. Utilization of instructional materials.
 - a. Increased use of innovative materials--to be determined from teacher materials requisitions.
 - b. Evidence of more strategic use of A-V and supplementary materials--determined by A-V requisitions and direct observation.
 - c. Increased awareness of the great variety of materials and their multifarious approaches in instruction--as evidenced by teacher justification for requisitions, informal conversations, teachers' critical appraisals of current materials, and principal's observations.

3. Interstaff relationships.

- a. Development of informal curriculum leaders among school staff. (Do supervising teams tend to direct student teachers to certain staff members for specific curriculum information?)
- b. Do staff friendships develop on the basis of supervising team membership?
- c. Do student teachers identify with the team as well as with the team leader?

4. Innovative or experimental teaching.

- a. Do teachers attempt more new approaches to instruction?
- b. Is there an increase in faculty room discussion of teaching techniques.
- c. Do teachers ask the principal more frequently about innovative ideas?
- d. Do they spend more time reading professional journals?
- e. Do teachers more often discuss educational topics on a higher plane?

MINNESOTA TEACHER ATTITUDE INVENTORY

Form A

WALTER W. COOK
University of Minnesota

CARROLL H. LEEDS
Furman University

ROBERT CALLIS
University of Missouri

DIRECTIONS

This inventory consists of 150 statements designed to sample opinions about teacher-pupil relations. There is considerable disagreement as to what these relations should be; therefore, there are no right or wrong answers. What is wanted is your own individual feeling about the statements. Read each statement and decide how **YOU** feel about it. Then mark your answer on the space provided on the answer sheet. Do not make any marks on this booklet.

- If you **strongly agree**, blacken space under "SA"
- If you **agree**, blacken space under "A"
- If you are **undecided** or **uncertain**, blacken space under "U"
- If you **disagree**, blacken space under "D"
- If you **strongly disagree**, blacken space under "SD"

SA	A	U	D	SD
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

Think in terms of the general situation rather than specific ones. There is no time limit, but work as rapidly as you can. **PLEASE RESPOND TO EVERY ITEM.**

The test contained in this booklet has been designed for use with answer forms published or authorized by The Psychological Corporation. If other answer forms are used, The Psychological Corporation takes no responsibility for the meaningfulness of scores.

SA—Strongly agree
A—Agree

U—Undecided
or uncertain

D—Disagree
SD—Strongly disagree

1. Most children are obedient.
2. Pupils who "act smart" probably have too high an opinion of themselves.
3. Minor disciplinary situations should sometimes be turned into jokes.
4. Shyness is preferable to boldness.
5. Teaching never gets monotonous.
6. Most pupils don't appreciate what a teacher does for them.
7. If the teacher laughs with the pupils in amusing classroom situations, the class tends to get out of control.
8. A child's companionships can be too carefully supervised.
9. A child should be encouraged to keep his likes and dislikes to himself.
10. It sometimes does a child good to be criticized in the presence of other pupils.
11. Unquestioning obedience in a child is not desirable.
12. Pupils should be required to do more studying at home.
13. The first lesson a child needs to learn is to obey the teacher without hesitation.
14. Young people are difficult to understand these days.
15. There is too great an emphasis upon "keeping order" in the classroom.
16. A pupil's failure is seldom the fault of the teacher.
17. There are times when a teacher cannot be blamed for losing patience with a pupil.
18. A teacher should never discuss sex problems with the pupils.
19. Pupils have it too easy in the modern school.
20. A teacher should not be expected to burden himself with a pupil's problems.
21. Pupils expect too much help from the teacher in getting their lessons.
22. A teacher should not be expected to sacrifice an evening of recreation in order to visit a child's home.
23. Most pupils do not make an adequate effort to prepare their lessons.
24. Too many children nowadays are allowed to have their own way.
25. Children's wants are just as important as those of an adult.
26. The teacher is usually to blame when pupils fail to follow directions.
27. A child should be taught to obey an adult without question.
28. The boastful child is usually over-confident of his ability.
29. Children have a natural tendency to be unruly.
30. A teacher cannot place much faith in the statements of pupils.

GO ON TO THE NEXT PAGE

SA—Strongly agree
A—Agree

U—Undecided
or uncertain

D—Disagree
SD—Strongly disagree.

- | | |
|---|--|
| 31. Some children ask too many questions. | 46. More "old-fashioned whippings" are needed today. |
| 32. A pupil should not be required to stand when reciting. | 47. The child must learn that "teacher knows best." |
| 33. The teacher should not be expected to manage a child if the latter's parents are unable to do so. | 48. Increased freedom in the classroom creates confusion. |
| 34. A teacher should never acknowledge his ignorance of a topic in the presence of his pupils. | 49. A teacher should not be expected to be sympathetic toward truants. |
| 35. Discipline in the modern school is not as strict as it should be. | 50. Teachers should exercise more authority over their pupils than they do. |
| 36. Most pupils lack productive imagination. | 51. Discipline problems are the teacher's greatest worry. |
| 37. Standards of work should vary with the pupil. | 52. The low achiever probably is not working hard enough and applying himself. |
| 38. The majority of children take their responsibilities seriously. | 53. There is too much emphasis on grading. |
| 39. To maintain good discipline in the classroom a teacher needs to be "hard-boiled." | 54. Most children lack common courtesy toward adults. |
| 40. Success is more motivating than failure. | 55. Aggressive children are the greatest problems. |
| 41. Imaginative tales demand the same punishment as lying. | 56. At times it is necessary that the whole class suffer when the teacher is unable to identify the culprit. |
| 42. Every pupil in the sixth grade should have sixth grade reading ability. | 57. Many teachers are not severe enough in their dealings with pupils. |
| 43. A good motivating device is the critical comparison of a pupil's work with that of other pupils. | 58. Children "should be seen and not heard." |
| 44. It is better for a child to be bashful than to be "boy or girl crazy." | 59. A teacher should always have at least a few failures. |
| 45. Course grades should never be lowered as punishment. | 60. It is easier to correct discipline problems than it is to prevent them. |

GO ON TO THE NEXT PAGE

SA—Strongly agree
A—Agree

U—Undecided
or uncertain

D—Disagree
SD—Strongly disagree

-
- | | |
|--|---|
| 61. Children are usually too sociable in the classroom. | 76. There is too much leniency today in the handling of children. |
| 62. Most pupils are resourceful when left on their own. | 77. Difficult disciplinary problems are seldom the fault of the teacher. |
| 63. Too much nonsense goes on in many classrooms these days. | 78. The whims and impulsive desires of children are usually worthy of attention. |
| 64. The school is often to blame in cases of truancy. | 79. Children usually have a hard time following instructions. |
| 65. Children are too carefree. | 80. Children nowadays are allowed too much freedom in school. |
| 66. Pupils who fail to prepare their lessons daily should be kept after school to make this preparation. | 81. All children should start to read by the age of seven. |
| 67. Pupils who are foreigners usually make the teacher's task more unpleasant. | 82. Universal promotion of pupils lowers achievement standards. |
| 68. Most children would like to use good English. | 83. Children are unable to reason adequately. |
| 69. Assigning additional school work is often an effective means of punishment. | 84. A teacher should not tolerate use of slang expressions by his pupils. |
| 70. Dishonesty as found in cheating is probably one of the most serious of moral offenses. | 85. The child who misbehaves should be made to feel guilty and ashamed of himself. |
| 71. Children should be allowed more freedom in their execution of learning activities. | 86. If a child wants to speak or to leave his seat during the class period, he should always get permission from the teacher. |
| 72. Pupils must learn to respect teachers if for no other reason than that they are teachers. | 87. Pupils should not respect teachers anymore than any other adults. |
| 73. Children need not always understand the reasons for social conduct. | 88. Throwing of chalk and erasers should always demand severe punishment. |
| 74. Pupils usually are not qualified to select their own topics for themes and reports. | 89. Teachers who are liked best probably have a better understanding of their pupils. |
| 75. No child should rebel against authority. | 90. Most pupils try to make things easier for the teacher. |

GO ON TO THE NEXT PAGE

SA—Strongly agree
A—Agree

U—Undecided
or uncertain

D—Disagree
SD—Strongly disagree

-
- | | |
|--|--|
| 91. Most teachers do not give sufficient explanation in their teaching. | 106. A teacher should not be expected to do more work than he is paid for. |
| 92. There are too many activities lacking in academic respectability that are being introduced into the curriculum of the modern school. | 107. There is nothing that can be more irritating than some pupils. |
| 93. Children should be given more freedom in the classroom than they usually get. | 108. "Lack of application" is probably one of the most frequent causes for failure. |
| 94. Most pupils are unnecessarily thoughtless relative to the teacher's wishes. | 109. Young people nowadays are too frivolous. |
| 95. Children should not expect talking privileges when adults wish to speak. | 110. As a rule teachers are too lenient with their pupils. |
| 96. Pupils are usually slow to "catch on" to new material. | 111. Slow pupils certainly try one's patience. |
| 97. Teachers are responsible for knowing the home conditions of every one of their pupils. | 112. Grading is of value because of the competition element. |
| 98. Pupils can be very boring at times. | 113. Pupils like to annoy the teacher. |
| 99. Children have no business asking questions about sex. | 114. Children usually will not think for themselves. |
| 100. Children must be told exactly what to do and how to do it. | 115. Classroom rules and regulations must be considered inviolable. |
| 101. Most pupils are considerate of their teachers. | 116. Most pupils have too easy a time of it and do not learn to do real work. |
| 102. Whispering should not be tolerated. | 117. Children are so likeable that their shortcomings can usually be overlooked. |
| 103. Shy pupils especially should be required to stand when reciting. | 118. A pupil found writing obscene notes should be severely punished. |
| 104. Teachers should consider problems of conduct more seriously than they do. | 119. A teacher seldom finds children really enjoyable. |
| 105. A teacher should never leave the class to its own management. | 120. There is usually one best way to do school work which all pupils should follow. |

GO ON TO THE NEXT PAGE

SA—Strongly agree
A—Agree

U—Undecided
or uncertain

D—Disagree
SD—Strongly disagree

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| 121. It isn't practicable to base school work upon children's interests. | 136. A pupil should always be fully aware of what is expected of him. |
| 122. It is difficult to understand why some children want to come to school so early in the morning before opening time. | 137. There is too much intermingling of the sexes in extra-curricular activities. |
| 123. Children that cannot meet the school standards should be dropped. | 138. The child who stutters should be given the opportunity to recite oftener. |
| 124. Children are usually too inquisitive. | 139. The teacher should disregard the complaints of the child who constantly talks about imaginary illnesses. |
| 125. It is sometimes necessary to break promises made to children. | 140. Teachers probably over-emphasize the seriousness of such pupil behavior as the writing of obscene notes. |
| 126. Children today are given too much freedom. | 141. Teachers should not expect pupils to like them. |
| 127. One should be able to get along with almost any child. | 142. Children act more civilized than do many adults. |
| 128. Children are not mature enough to make their own decisions. | 143. Aggressive children require the most attention. |
| 129. A child who bites his nails needs to be shamed. | 144. Teachers can be in the wrong as well as pupils. |
| 130. Children will think for themselves if permitted. | 145. Young people today are just as good as those of the past generation. |
| 131. There is no excuse for the extreme sensitivity of some children. | 146. Keeping discipline is not the problem that many teachers claim it to be. |
| 132. Children just cannot be trusted. | 147. A pupil has the right to disagree openly with his teachers. |
| 133. Children should be given reasons for the restrictions placed upon them. | 148. Most pupil misbehavior is done to annoy the teacher. |
| 134. Most pupils are not interested in learning. | 149. One should not expect pupils to enjoy school. |
| 135. It is usually the uninteresting and difficult subjects that will do the pupil the most good. | 150. In pupil appraisal effort should not be distinguished from scholarship. |



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