AN EXAMINATION OF TEACHING CONCERNS
REPORTED BY SECONDARY STUDENT TEACHERS

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ABSTRACT

AN EXAMINATION OF TEACHING CONCERNS REPORTED
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By

John G. McLevie

One hundred sixty-three secondary student teachers
were asked to report anonymously their concerns during
student teaching. The concerns were given in a free
response statement and were gathered during the first week
and the ninth week of a ten week teaching term. The responses
were classified on a scale that rated the extent of pupil-
oriented concern and personal-centered concern reported by
the student teacher.

The study was designed to generate hypotheses and to
formulate recommendations for teacher education programs.
It was therefore exploratory in aim and descriptive in
nature.

Forty-eight per cent of the respondents showed
positive movement toward a greater concern for pupil learn-
ing and growth during the nine week testing period. Twenty-
one per cent of the respondents moved negatively on the
scale toward personal-centered concerns during the same

period of time. Thirty-one per cent were awarded the same score by the coders in the ninth week as they were in the first week of student teaching. The concern most often expressed during the first week was related to adjusting to the new school situation. By the ninth week of student teaching nearly one-quarter of the student teachers reported concerns for the all-round development of their pupils. Another 17 per cent reported concern for techniques to ensure the cognitive learning of pupils, while 31 per cent continued to report concerns about adjusting to the school situation. Ten per cent reported concerns of a purely personal nature in the ninth week.

An analysis of covariance was made between demographic variables using the ratings in the first week as the covariable. The analysis was based upon changes in the rating of responses between the first week and the ninth week of the teaching term. The level of significance selected for this study was at the .05 level of significance. Variables which showed such differences were: sex, living accommodations, teaching experience before student teaching and type of placement. Variables in which no such difference was found were: marital status, college year status, commuting distance over 40 miles daily, level of secondary school taught and subjects taught.

Women student teachers gained in rating significantly more than did men student teachers. Student teachers living

with their parents gained significantly more than did those living with their spouses during student teaching. In the latter case, 82 per cent of those living with parents were women and this may have accounted for a large part of the difference found. Student teachers with no previous teaching experience gained in rating significantly more than did those with participation experience. The participation experience had not been part of a teacher education program and the quality therefore was not known. Groups of fewer than four student teachers placed in the one school showed a significantly greater gain in rating than did those placed in groups of seven to nine in one school or those placed in groups of more than nine in one school.

The characteristics of adequate young adults and of effective teachers were derived from a review of literature and provided criteria for examining the free responses collected during the ninth week of student teaching. It was found that about one-quarter of the student teachers reported concerns characteristic of an adequate person as defined in the related literature, that is, one who has the immediate potential to become an effective teacher. Approximately one-half of the student teachers reported concerns which indicated a lack of ease in interpersonal relationships. Of this larger group, one in ten reported concerns which indicated that, at that time, they viewed student teaching as a personal threat which they did not feel adequate to meet.

A number of suggestions for further study were made, based upon the significant differences demonstrated in the individual growth needs of men student teachers and those placed in schools in groups of seven or more. Recommendations were made that teacher education programs should, through participation experiences and pre-student teaching seminars and post-student teaching seminars, be encouraged to regard student teaching as an integral part of the total program.

In general, it was concluded, teacher education programs should provide for the continuous growth of adequate young adults as the basis for the acquisition of teaching skills. Continuing inter-personal contacts with teacher education faculty throughout a four year college program were seen as likely to contribute toward that end.

AN EXAMINATION OF TEACHING CONCERNS REPORTED

BY SECONDARY STUDENT TEACHERS

By

John G. McLevie

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ACKNOWLEDGMENTS

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CHAPTER I

THE PROBLEM AND THE PLAN FOR STUDY

The Need for this Study

An awareness of the need for this study gradually
developed during six years of involvement with teacher
education. A year's work with the Michigan State Univer-
sity teacher education program was especially influential.

The question that occurred again and again during
these six years was, "Why do student teachers give such
varying estimations of the value of student teaching?"
Some reported it was a positive and enjoyable learning
experience and often the change in their classroom teaching
demonstrated professional growth. Yet others, in what
appeared to the observer to be an almost identical place-
ment situation, regarded the experience as largely negative.
Some student teachers became defensive and less responsive
to pupils while their fellows became more enthusiastic
about their involvement in the school.

Student teachers in a similar placement reported
different perceptions of the same principal, teachers and
pupils. One wondered why this should be so. Yet, it
was recalled, established classroom teachers also reported
very different perceptions of other teachers, principals

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and pupils. It might have appeared that something about the teaching act produced this enigma. But medical and legal practitioners had also reported situations in which similar stimuli were perceived differently by experts in the same field. Perhaps it had too often been forgotten that teachers, as well as medical and legal practitioners, were individuals and that their store of experience determined their perceptions in any particualr situation.

The foundations for this study go back into another culture and embrace a six year span of time. The first five years were spent teaching and supervising Chinese, Indian and British secondary student teachers in the teacher education program at the University of Hong Kong. The sixth year was spent as an Assistant Coordinator for student teaching in a Michigan State University Off-campus Student Teaching Center. Even the wide cultural differences between the Crown Colony of Hong Kong and the State of Michigan did not seem to change the student teachers' perceptions. Nor did the variations in student teacher statements seem to be much affected by the differences in specific environment provided by an Anglo-Chinese grammar school in a British Colony or by a Michigan secondary school.

The need to consider student teachers as individuals and to make allowances for those differences has been referred to in the literature of teacher education. The

literature has not always advised methods for meeting this need. Sometimes, in fact, it appears that authors were suggesting different ways to convert an individualistic student teacher into a prototype conception of a teacher. Yet differences between individuals may be viewed as positive attributes.

The differing perceptions that student teachers hold of student teaching is a field of study that has not been widely researched. Yet reliable data is required if progress is to be made in encouraging different styles of teaching. Combs, former President of the Association for Supervision and Curriculum Development, stated in 1965:

> If teacher education is to be concerned with changing student perceptions, we need clear definitions of what the perceptual organizations of effective teachers are like. We need a tremendous research effort to explore that question with the greatest possible speed. Already there is a quickening of interest in these matters, and it is probable that we shall have detailed experimental evidence in considerable quantities within the next four or five years.[1]

Combs' hopes have not yet been realized but studies such as this one may make some small contribution to the field. Because there was not sufficient evidence at the time of the conception of this study to allow the formulation of meaningful hypotheses for in-depth investigation of student teacher perceptions, an exploratory approach appeared appropriate. From the data gathered perhaps some

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[1]Arthur W. Combs, The Professional Education of Teachers: A Perceptual View of Teacher Education (Boston: Allyn and Bacon, Inc., 1965), p. 19.

evidence will be provided on which to generate hypotheses for further study.

The Purpose of this Study

The purpose of this study is to examine the concerns that student teachers report in the first week and in the ninth week of their student teaching term. Student teacher responses will be examined for indications of concern about pupil growth or concern that relates to a personal adjustment on the part of the student teacher. Any changes that may occur in the types of concern reported in the first week and in the ninth week of student teaching will be examined individually, as well as in groups formed from selected demographic variables. From the analysis of these concerns and of the changes that occur in the types of concern reported, recommendations will be made for further research and for possible changes in student teacher programs.

The Design of this Study

Population Studied

The reported concerns of a group of 163 student teachers from Michigan State University teacher education program were sought during Spring Term, 1970. The students were selected from the six urban and suburban off-campus student teaching centers of Michigan State University[2] which had the largest allocations of secondary student teachers

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[2]Hereafter the Off-campus Student Teaching Centers of Michigan State University will be referred to simply as teaching centers, unless otherwise specified.

for Spring Term. These centers were located in Detroit,
Flint, Lansing (two centers), Livonia and Macomb.[3] The
total secondary student teacher population from each
selected teaching center was included in the study.

The Questionnaires

Two questionnaires were designed to determine the
concerns of student teachers. They were administered
during the first week and again during the ninth week of
a ten week student teaching term. Each questionnaire was
divided into two sections. Section 1 sought demographic
data while Section 2 consisted of a free response question.

The demographic data sought in Section 1 was of three
types:

1. Details of school placement.

2. Information about previous teaching experience.

3. Personal information such as marital status,
   accommodation and sex.

Section 2 of each questionnaire consisted of a free
response question developed by Fuller and Case.[4] The
same free response question was used in each question-
naire. This question asked the respondent to state

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[3]The six teaching centers are briefly described and
located on a map in Appendix C.

[4]The question is in Appendix A. It is taken from
Frances Fuller and Carol Case, Concerns of Teachers
(Research and Development Center for Teacher Education,
University of Texas at Austin, unpublished, undated), p. 20.

the concerns about teaching in the forefront of his thinking
at the time of the administration of the questionnaire.

Scoring of Questionnaire Responses

The questionnaires were scored by two teams with
two markers in each team. The scoring followed an adapta-
tion of a code developed by Fuller and Case for use with
their free response question.[5]

Analysis of Data

The analysis of data examined the concerns about
teaching reported in the first and again in the ninth week
of student teaching. The ratings awarded by the coders
to responses were discussed and changes in the types of
concerns were examined. The ratings were numerical and
each number represented a type of concern. The numerical
ratings enabled an analysis of covariance to be made on
selected demographic groups.

An analysis of covariance was used to explore whether
the changes in types of reported concerns showed differing
patterns between the groups tested. The review of litera-
ture in Chapter II suggested a number of characteristics
which are applied as criteria. These criteria are used to
identify responses which indicate adequacy of person and
effectiveness of teaching attitude.

[5]The code is in Appendix B. It is also taken from
Fuller and Case, ibid., pp. 22-39.

Recommendations

From the analysis of data outlined, recommendations for further research will be made, as well as suggestions for inclusion in teacher education programs.

Basic Assumptions

This study assumed that:

1. The perceptions that individual student teachers have of their personal and social concerns may be as significant to their teaching effectiveness as are their professional concerns. As a result, it was posited that educators who work with student teachers must work with personal and social concerns as well as with professional teaching concerns.

2. An effective teacher must be able to call upon an adequate personality in his teaching. This appears to be necessary if his relationships with students and faculty are to be satisfactory. An adequate personality also seems necessary if teachers are to be able to effectively apply theory and knowledge of subject matter in a practical classroom situation.

3. Although no such entity as a "complete" personality could ever develop anywhere, there are certain areas of personal and social competence in which individuals must show adequacy if they are to be considered effective teachers.

Definition of Terms

Teaching Cluster. Three elements of cluster placements require definition for this study. They were defined in a general discussion with Center Directors prior to a regular Directors' meeting and by reference to a position paper on cluster placements issued by the Student Teaching Office.[6]

1. Placement in a Cluster. A group of student teachers is placed in one school to teach as a team and to work with a similar number of classroom teachers. Normally, no assignment of a student teacher to an individual supervising teacher is made.[7]

2. Building Coordinator. The leader of a teaching cluster in a school is the Building Coordinator. He is a regular teacher from that school working on a half-time basis while he is the Coordinator. Half of his regular salary is paid by the university.

3. College Coordinator. Normally the College Coordinator makes the administrative arrangements for cluster placements but does not deal directly with the student teachers placed in a cluster.

Traditional Placement as used in this study refers to the placement of one student teacher with one supervising teacher. Although some variations are practised,

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[6]The position paper is in Appendix F.

[7]In the Lansing School District, under the SERL project, each student teacher is assigned to a supervising teacher. Three of the SERL clusters are included in this study; each had six respondents in the population of the study.

such as visits to other teachers' rooms, the student teacher regards himself as working with one teacher. The College Coordinator works directly with the student teacher and the supervising teacher in a traditional placement.

Group Leader in this study refers to a member of the Teaching Center Faculty who conducts weekly seminars with student teachers.

Previous Teaching Experience is used in this study to denote a sole teaching responsibility for a full class of children over a period of one month or more. The period need not be continuous, nor need the same class of children be involved. The majority of respondents placed in this category in this study had been substitute teachers. A small group had been teachers of a Sunday School class with total responsibility for a class for at least a year.

Participation Experience was used broadly in this study to include teaching experiences aggregating less than one month, the tutoring of pupils and assisting in the teaching or the coaching of groups of children. None of the respondents listed participation as a part of any courses in their teacher education program.

Limitations of this Study

1. Student teachers from only one institution, a large state university, were selected for this study. Such students may represent a broad, but not a complete, cross-section of American secondary student teachers.

2. The population for this study is limited to those student teachers who, at the time of the study, were teaching secondary school subjects. Student teachers in special education and in counseling are not included.

3. Mass data were used from student teachers in six selected urban and suburban teaching centers. Such data do not represent findings from the total program in teacher education at Michigan State University.

4. The rating code used in this study was designed to help in counseling student teachers. The purpose of this study was not oriented toward counseling. The code, with adaptations, proved appropriate for use, however, in classifying concerns and thus facilitated their examination. Because the code was thus adapted for a particular use, the findings of this study can not be applied to specific counseling functions.

Overview of this Study

Chapter I presents the need for this study and its purpose. An outline of the design is also given, followed by basic assumptions. The special terms used are defined and the limitations are set. The chapter closes with an overview of the study.

Chapter II reviews selected literature under three headings.

Part   I: Reviews a selected list of the concerns of student

teachers reported in the professional literature

of teacher education. It also refers to evidence

in the related areas of student teacher attitudes

and anxieties.

Part II: Discusses the characteristics of the effective

teacher and of the adequate person. It draws

upon professional teacher education as well as

upon related fields of study concerned with the

growth of the individual personality.

Part III: Refers to a number of publications that report

studies of the personal development of college

undergraduates. It also considers the ways in

which college education can foster the growth

of individuals.

A conceptual frame of reference is developed in Sections
2 and 3 of the review of literature for application in
the analysis of data.

Chapter III describes the design of the study, the
data collection procedures and the plan for analysis of
data. The design reports on the population selected, the
development of the questionnaires and the pilot administra-
tion of the questionnaires. The data collection procedures
describe the administration of the questionnaires, the code

used for scoring the free responses and the scoring proce-
dures, including the selection and training of coders. The
plan for analysis of data describes the ways in which
reported concerns will be examined.

Chapter IV analyzes the data by examining the concerns
reported and by analyzing the rating scores awarded to each
response. An analysis of covariance was used to explore
whether the changes in types of reported concerns showed
differing patterns between the groups tested. The charac-
teristics of adequate persons and of effective teachers
set out in the review of literature were applied as
criteria to the reported concerns to complete the analysis.

Chapter V summarizes the study and draws conclusions
from the analysis of data. It makes recommendations for
further study and suggests principles for consideration in
designing teacher education programs.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Student teaching may be viewed as being of positive

value to the student teacher in developing attitudes and

skills about teaching, or it may be seen as of negative

value.

> For some prospective teachers, practice teaching
> is an exhilarating and joyful, if challenging,
> experience which results in feelings of great
> achievement, personal growth, and satisfaction.
> For others it is a frightening, frustrating, and
> depressing time, resulting in feelings either of
> failure or personal inadequacy or of great anger,
> or both.[1]

Sorenson and Halpert's statement refers to the experi-

ence of student teaching as producing feelings of personal

growth on the one hand or of personal inadequacy on the

other. It seems likely that between these extremes lie

many students, perhaps the majority, who feel a little of

each. They may have feelings of achievement on some

occasions but feelings of failure at others. Studies of

student teacher concerns seek to explore these feelings as

they are reflected upon at a particular point of time.

This study selects the first few days and the last few days

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[1]Garth Sorenson and Ruth Halpert, "Stress in Student
Teaching," California Journal of Educational Research
(January, 1968), p. 32.

of student teaching to ask student teachers to reflect
upon their concerns in teaching.

The review of literature is presented in three
parts for the sake of clarity but each part is closely
linked with the others. Part I reviews the concerns of
student teachers. From this review it emerges that many
of these concerns indicate individual differences
between student teachers which need to be taken into
account in the teacher education program. Part II dis-
cusses the growth of the individual student teacher into
an effective teacher. It refers to disciplines other than
Education to gain clarification of what effective teachers
and adequate persons appear to be like. Studies are
quoted to illustrate ways of helping to nurture more
effective teachers. Part III arises from discussions in
Part II that emphasize how closely the social and personal
elements of the self are intertwined. Part III discusses
some of the changing social patterns amongst which student
teachers are growing up. The rapidly changing social
environment may be embedding in student teachers, major new
social concerns as a part of their personal development.

The plan of Chapter II is set out below:

Part I: CONCERNS OF STUDENT TEACHERS

          1. Some Surveys of Student Teacher Concerns

          2. Some Specific Concerns of Student
              Teachers

PART I. CONCERNS OF STUDENT TEACHERS

Some Surveys of Student Teacher
Concerns

There is a growing field of literature which surveys
student teacher concerns and attitudes. A number of recent
studies in this field have been selected for review.

Henry administered a questionnaire of sixteen items
selected from previous studies and from a review of the
literature in teacher education. The items were all con-
cerns and varied from an ineffective teaching voice to
difficulty in providing for individual differences.
Student teachers were asked to rate each item on a four
point scale of depth of concern. The three items most fre-
quently rated as of major concern in Henry's study were:
(1) Difficulty in the development of desirable pupil
behavior, (2) difficulty in the communication of ideas,
and (3) lack of confidence.[2]

Triplett used a listing of twenty-three items similar
to Henry's in a study in four suburban Detroit districts.
He asked the student teachers to rank those items in which
they felt they needed more preparation and guidance. The
respondents were ninety-five elementary and secondary student
teachers. Both elementary and secondary groups ranked plan-
ning for instruction as their major concern; handling

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[2]Marvin A. Henry, "The Relationship of Difficulties
of Student Teachers to Selected Aspects of the Professional
Sequence of Education," The Teachers College Journal
(November, 1963), 47-49.

classroom control was ranked in second place by the elementary student teachers and fifth by the secondary group.[3]

Webb surveyed 197 beginning teachers in Kansas after the completion of their first twelve weeks of regular teaching. He drafted a questionnaire from a review of the literature and chose thirty-eight items, twenty of them identified with interpersonal relationships. Respondents in the teaching areas of mathematics, social studies, home economics, English, health and physical education and science, were asked to rank concerns on a three point scale. The largest number of concerns was marked by the health and physical education group; the least by the social studies group.[4] The concerns most often reported were related to classroom instruction and management and were, in the view of the researcher, pupil rather than subject centered,[5] although one wonders if the larger number of items included in the questionnaire relating to interpersonal relationships could have been an influential factor in this finding. The specific concern mentioned

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[3]De Wayne Triplett, "Student Teachers Rank Their Needs," Michigan Education Journal (November, 1967), 13-14.

[4]John Rankin Webb, "A Study of the Relationship of Teaching Difficulties Reported by Beginning Secondary Teachers to Teacher-Pupil Attitudes and Other Variables" (unpublished Ed.D. dissertation, University of Arkansas, 1962), University Microfilms, p. 61.

[5]Ibid., p. 72.

most often was that of meeting the individual differences
of pupils in classes. Those teachers sponsoring co-
curricular activities reported significantly fewer dif-
ficulties than did the other teachers, Webb reported. No
significant relationship was demonstrated between the
number of concerns and the number of pupils in a class.[6]

Campbell surveyed seventy-two student teachers at
the University of Houston by means of two instruments on
a pre-test and post-test basis, before and after their
eighteen week student teaching experience. Each of the
two instruments used was applied to four areas of
student teaching concerns; Area I--Human relations with
peers and professionals; Area 2--Techniques in
teaching; Area 3--The student teacher as a person; and
Area 4--The student teacher-pupil relationship. The first
instrument used was the Minnesota Teacher Attitude
Inventory. It revealed that one out of every two student
teachers in the sample grew more positive in their atti-
tude toward the teaching situation, while approximately
one student teacher in five showed negative change in
attitude. Approximately one student in four showed no
change throughout the eighteen week teaching experience.[7]

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[6]Ibid., pp. 82-83.

[7]Gene Virginia Campbell, "A Descriptive Study of the
Effects of Student Teaching upon Attitudes, Anxieties, and
Perceived Problems of Student Teachers" (unpublished Ed.D.
dissertation, University of Houston, 1968), University
Microfilms, p. iii.

The results from the second instrument, the Student Teacher Inventory, showed that the area of most concern was Area 2--Techniques of teaching, with Area 4--student teacher-pupil relationship--the second area of concern.[8]

Fuller, Brown and Peck suggested that some of the items studied in surveys of student teacher concerns are symptoms of the student teacher's lack of awareness of his underlying problems:

> Many so called discipline problems, the bugaboo of new teachers, are symptoms of teacher incongruence, because children know what the teacher does not know: whether he is easy to fool, how much they can 'get away with,' what will confuse or annoy him.[9]

Fuller, Brown and Peck are members of a recent research team at the University of Texas at Austin who have worked under grants from the United States Office of Education, the Hogg Foundation of Mental Health and the National Institute of Mental Health in a series of studies of teaching concerns.[10] They classified the main concerns of women student teachers into four main categories:

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[8]Ibid., pp. 125-127.

[9]Frances Fuller, Oliver H. Brown and Robert F. Peck, Creating Climates for Growth (The University of Texas at Austin: The Hogg Foundation for Mental Health, 1967), p. 9.

[10]Robert F. Peck and Oliver H. Brown, R & D Center for Teacher Education (The University of Texas at Austin: The Research and Development Center for Teacher Education, n.d.), p. 1.

1. Where the student teachers feel they stand in the school in which they are working. This includes how they see themselves fitting into the principal's view of his school, how they consider the faculty views student teachers, and where they think pupils place them as students or teachers.

2. How adequate the student teacher feels herself to be in the classroom setting.

3. How well the student teacher feels she understands the behavior of individual children.

4. How the student teacher feels she is being evaluated.

Fuller, Brown and Peck report that these four concerns seem to need early resolution for, until they are resolved, the student teachers find it difficult to look outward and involve themselves in what the child is learning.

Stratemeyer and Lindsey list personalized concerns which agree closely with those reported in the studies of Henry, Webb, Campbell and Fuller et al. "Will I be able to do what is expected of me? What will these pupils be like? Will they like me and respond to my guidance? Will I be able to maintain desired standards of behavior? What will happen if I make a mistake?"[11]

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[11]Florence B. Stratemeyer and Margaret Lindsey, Working With Student Teachers (Teachers College, Columbia University: Bureau of Publications, 1958), p. 126.

Halpert reported from a study carried out in Los Angeles that most students feel stress as a temporary state at the beginning of their student teaching but that as many as twenty per cent felt stress continuously throughout the experience.[12] She found that students reporting high stress also reported decreased interest in teaching as a career and that more men reported consistently higher stress than did the women in her survey. Halpert found that the major sources of reported stress in her study were task disagreement with the supervising teacher, personality disagreements with the training teacher, and conflict with pupils.

Some Specific Concerns of Student Teachers

The concerns of student teachers have been discussed to this point as a part of general surveys but a number of specific concerns merit attention. These specific concerns will be presented in three broad categories:

1. Interpersonal Relationships with the Supervising Teacher.

2. Interpersonal Relationships with Students.

3. Concerns about Personal Adequacy.

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[12]Ruth Levin Halpert, "A Study of the Sources, Manifestations, and Magnitude of Stress Among Student Teachers at UCLA" (unpublished Ed.D. dissertation, University of California, Los Angeles, 1966). Quoted from Dissertation Abstracts: The Humanities and Social Sciences, Vol. 27, No. 8 (February, 1967), p. 2359A.

Interpersonal Relationships with
the Supervising Teacher

Stratemeyer and Lindsey claim that any lack of personal relationship between student teacher and supervising teacher is a matter of major concern for the student teacher.[13]

Yamamoto, et al. report that in interviews at an eastern university with a group of elementary and secondary student teachers after completion of their student teaching there was much discussion about the poor, defensive, and often lax qualities of supervision and the busy paper work demanded of student teachers.[14]

Thompson asked forty-seven female elementary students, twenty-five female secondary students and fifty-three male secondary students to recall the anxieties they had felt prior to student teaching and during student teaching and to try to identify the origins of these anxieties. He defined anxiety as a "mixture of fear, apprehension and hope referred to the future."[15]

The major anxiety experienced prior to student teaching was identified as, "What will the supervising

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[13]Stratemeyer and Lindsey, op. cit., p. 133.

[14]Kaoru Yamamoto, Douglas J. Pederson, Roger Opdahl, Harry Dangel, Charles E. Townsend, Marilyn Berger Paleologos, Alva N. Smith, "As They See It: Culling Impressions from Teachers in Preparation," Journal of Teacher Education, Vol. XX, No. 4 (Winter, 1969), p. 473.

[15]Michael L. Thompson, "Identifying Anxieties Experienced by Student Teachers," Journal of Teacher Education, Vol. XIV, No. 4 (December, 1963), p. 435.

teacher expect of me?" Of the female elementary student teachers 91.4 per cent reported this concern, while 72 per cent of the female secondary student teachers also reported this anxiety and 66 per cent of the male secondary student teachers reported it.[16]

When Sorenson asked secondary student teachers in fifteen Los Angeles schools to list the things they would tell their best friend in order to help him to get a grade of 'A' from their present supervising teacher, they showed a good deal of perspicacity. Fifty per cent of the student teachers recommended listening to the suggestions of the supervising teachers and then following those suggestions without question, a further nineteen per cent advised 'cultivating' the supervising teacher and a further nine per cent said do not express too many ideas of your own.[17]

A major concern for student teachers is the adaptation of their teaching methods to the philosophy by which the supervising teacher is already operating with the class. The class needs continuity and the supervising teacher and the student teacher must cooperate closely to avoid raising undue anxieties on the part of the pupils or the student teacher, or even of the supervising teacher.[18]

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[16]Ibid., p. 439.

[17]Garth Sorenson, "What is Learned in Practice Teaching," Journal of Teacher Education, Vol. XVIII, No. 2 (Summer, 1967), pp. 174-175.

[18]Stratemeyer and Lindsey, op. cit., p. 149.

Yet the task may prove more difficult than it sounds at
first for Brown and Vickery discovered a number of dif-
ferences in the way student teachers and supervising
teachers regard teaching.[19] Supervising teachers were
found to be much less in sympathy with Deweyan theory and
to be significantly more dogmatic in their attitudes than
were college faculty members who had taught student teachers.
The biggest gap in beliefs about teaching in the public
schools was found to exist between the principals of the
schools tested and the supervising teachers in those same
schools. As principals often address student teachers on
their arrival in the school, student teachers may readily
become caught between the lack of congruence between the
principals, the supervising teachers and the classes they
attend at college. Brown and Vickery also found a large
gap between stated beliefs about educational philosophy
and educational practice among supervising teachers and sug-
gested, "It would seem desirable to select or train co-
operating teachers who were congruent in their beliefs."[20]

Brown and Vickery's conclusions were based upon
testing in six colleges, including two large state univer-
sities. The testing consisted of questionnaires based
upon concepts inherent in Dewey's educational theories.

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[19]Bob Burton Brown and Tom Rusk Vickery, "The Belief
Gap in Teacher Education," Journal of Teacher Education,
Vol. XVIII, No. 4 (Winter, 1967), pp. 417-421.

[20]Ibid., p. 421.

Deiulio claimed that some supervising teachers are insecure about what is expected of them by the college coordinator.[21] Purpel reported "There can be no question that the number one problem facing student teaching today is the critical shortage of qualified supervisors."[22]

Sarason, Davidson and Blatt criticize the type of supervision provided for many student teachers in that the supervising teachers are not chosen because they have had training in supervision methods but because they are considered models of classroom teaching.[23] Such an emphasis, it is suggested,

> focuses more on the technical or engineering aspects
> of teaching (for example, lesson plans, special
> projects, curriculum materials) than on such matters
> as the arousal of curiosity, eliciting the contribu-
> tion of children's ideas, and the recognition of
> individual differences among children in terms of
> how this must influence the techniques of teaching.[24]

It may not be surprising that student teachers develop concerns over their supervising teacher and how to relate to him, for a student teacher is often caught in a lack of reticulation between the school system and the college of

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[21]Anthony M. Deiulio, "Problems of Student Teachers," The American Teacher Magazine (December, 1961), p. 10.

[22]David E. Purpel, "Student Teaching," Journal of Teacher Education, Vol. XVIII, No. 1 (Spring, 1967), p. 22.

[23]Seymour B. Sarason, Kenneth S. Davidson and Burton Blatt, The Preparation of Teachers--An Unstudied Problem in Education (New York: John Wiley and Sons, Inc., 1962), p. 35.

[24]Ibid., p. 8.

education. Recently a conference was convened to discuss
this problem by the Association of Classroom Teachers
(November 28-29, 1969).[25]

It was pointed out at the conference that supervising
teachers are not normally involved in the planning of the
teacher education sequence and therefore their perceptions
of their role with student teachers may be quite different
from the perceptions of the supervising teacher's role held
by the college of education. The conference also recognized
that supervising teachers may not be familiar with innova-
tive teaching strategies. "The result is a perpetuation of
limited teaching styles and a frustrating conflict between
what the student teacher learns in his teaching methods
course and what he is required or permitted to do during
his student-teaching experience."[26] Kohl suggests that the
problem may lie with the selection of the teachers for a
supervising role.

> The teachers who are picked to supervise student
> teaching are often the most confident and representa-
> tive teachers in a school system. Usually they have
> things well under control in their classes and have
> easy authoritarian manners. . . . They are content
> with the way things are.[27]

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[25]The Association of Classroom Teachers, Report of
the Classroom Teachers National Study Conference on the
Role of the Classroom Teacher in the Student Teaching
Program (Washington, D.C.: Association of Classroom
Teachers, N.E.A., 1970).

[26]Ibid., p. 2.

[27]Kohl, op. cit., pp. 101-102.

Interpersonal Relationships
with Students

A concern that it may prove difficult to relate to
classroom pupils is reported from England as well as from
American teacher education sources.

Cope, in interviewing student teachers in Bristol,
England, before they went out student teaching, noted that
a striking feature of their apprehension was concern about
their relationship with children and a fear that children
would not respond to them.[28]

It does not appear that contact with children during
student teaching does a great deal to mitigate this concern
about relating to pupils for Travers, Rabinowitz and Nemovicher
claimed that, in general, the anxieties that exist at the
beginning of the period of student teaching exist at the end.[29]
Travers et al. reached this conclusion as the result of a
study of 120 student teachers through a pre-test and post-
test sentence completion test. The two major concerns that
remained unmitigated were discipline and whether the student
teachers were liked by their pupils. Travers thought the
relative absence of change in these areas of concern was
especially discouraging for "Modern educational theory

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[28]Edith Cope, "Students and School Practice," mimeo-
graphed report of the Bristol University Institute of
Education, n.d., p. 26.

[29]Robert M. W. Travers, William Rabinowitz and Elinore
Nemovicher, "The Anxieties of a Group of Student Teachers,"
Educational Administration and Supervision, Vol. 38 (1952),
p. 374.

holds that discipline is viewed as a problem primarily by those teachers who are preoccupied with enforcing rigid regimentation."[30]

Kohl also felt that the listing of discipline as a concern reflects a particular point of view about a teacher as an authoritarian person. Throughout his most recent book Kohl speaks of his belief that such a view of teaching is a mistaken one. "The problems of motivation and discipline are intricately involved with the authoritarian role of the teacher."[31]

Morrison and Romoser also link concerns about discipline with the personality of the teacher and with lack of security in relating to pupils. These two writers administered Horn's and Morrison's Traditional Scale to 101 students on entry to the West Texas State University teacher education program. Their study indicated that students who rated as 'traditional' may "tend to be too anxious to respond appropriately in unfamiliar circumstances. Another interpretation is that the less intelligent individual sees no means of meeting problems in classroom management other than by progressively stricter control."[32] They suggested that

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[30] Ibid., p. 371.

[31] Herbert R. Kohl, The Open Classroom (New York: Vintage Books, 1969), p. 77.

[32] W. Lee Morrison and R. C. Romoser, "'Traditional' Classroom Attitudes, The A.C.T. and the 16 P.F.," Journal of Educational Research, Vol. 60, No. 7 (March, 1967), p. 327.

some insecure teachers seek to correct flaws in their "world" by exerting strict control over their pupils.

Dutton suggests that it is not only some student teachers who fail to develop the ability to relate with pupils or to regard children positively. Dutton tested ninety-one elementary student teachers at the University of California at Los Angeles on the Minnesota Teacher Attitude Inventory, the Pittsburgh revision of the Taylor Manifest Anxiety Scale and the Anxiety Differential. By pre-testing and post-testing, Dutton found that both the highly anxious and the non-anxious student teachers changed their attitudes negatively toward children.[33]

Weinstock and Peccolo suggested that there is a connection between difficulty in relating to pupils and concern about subject matter for they felt, "An emphasis on subject matter may strain classroom rapport."[34] Their conclusion emerged from a study at Kansas State University in which they found a significant negative shift during student teaching in scores on the Minnesota Teacher Attitude Inventory among 59 elementary and 97 secondary student teachers.

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[33]Wilbur H. Dutton, "Attitude Change of Elementary School Student Teachers and Anxiety," Journal of Educational Research, Vol. 55, No. 8 (May, 1962), pp. 380-382.

[34]Henry R. Weinstock and Charles M. Peccolo, "Do Students' Ideas and Attitudes Survive Practice Teaching?" The Elementary School Journal (January, 1970), pp. 210-218.

<u>Concerns About Personal</u>
<u>Adequacy</u>

The need that student teachers feel to be accepted has been referred to by Schunk, together with the related concern of feeling like a teacher rather than like a student and, she adds, "He needs a permissive atmosphere where he can release his tensions and feel free to do his best work and at the same time become more analytical of himself and his work."[35]

> The student teachers' expectations and aspirations are all tied up with his needs, which are the same basic needs of any person at any stage of development-- to be wanted, to belong, to be accepted, to be confident, to be successful, to achieve. . . . The way he feels about himself may cause tensions and pressures which will affect the kind of work he does.[36]

Greenberg said that teachers must face personal concerns for teachers most often have to react spontaneously to child behavior and then the 'real' self comes through.[37]

Jersild, one of the major contributors to the field of understanding and resolving of personal anxieties among teachers and student teachers, believes

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[35]Bernadene Schunk, "Understanding the Needs of Student Teachers," <u>Thirty-eighth Yearbook of the Association for Student Teaching</u> (Dubuque, Iowa: Wm. C. Brown and Co., Inc., 1959), pp. 42-44.

[36]<u>Ibid</u>., p. 46.

[37]Herbert M. Greenberg, <u>Teaching with Feeling</u> (New York: Pegasus, 1969), p. 201.

The basic problems the beginning teacher faces are primarily subjective in nature--personal and psychological rather than strictly professional or academic. If teachers are to meet these problems, to realize their potentialities in working with pupils, it is essential for them to grow in self-understanding. But this aspect of preparation and growth is almost completely neglected in our teacher education programs.[38]

In a study based upon personal interviews of 80 of his graduate students and upon what he estimates to be thousands of personal contacts with teachers throughout his career,[39] Jersild identified the two major concerns of teachers to be their personal search for meaning in the learning process and their personal feelings of anxiety.[40] Jersild reports that teachers listed further personal concerns as loneliness, hostility, the freedom to accept their feelings, attitudes toward authority, sex, feelings of homelessness and hopelessness and distress at the discrepancy between their 'real' self and the expectations of others.[41]

Jersild identifies two types of anxiety to which teachers and others are subject: (1) That which is part

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[38]Arthur T. Jersild, "Behold the Beginner," The Real World of the Beginning Teacher (Washington, D.C.: National Commission on Teacher Education and Professional Standards of the National Education Association of the United States, 1966), p. 49.

[39]Arthur T. Jersild, When Teachers Face Themselves (New York: Teachers College, Columbia University, Teachers College Press, 1955), p. 13.

[40]Ibid., p. 7.

[41]Ibid., p. 18.

of the price of being alive and is therefore a natural
anxiety to be faced and accepted.[42] This would seem to be
similar to the existential anxiety of which Tillich spoke
when he said anxiety is "The state in which a being is
aware of its possible nonbeing."[43] (2) That which arises
from the maintaining of pretenses. Teachers need to learn
to face such forms of anxiety.[44] In this type of anxiety
may lie the roots of the concern symptoms that reveal them-
selves in the fear of handling classroom control or of
gaining the liking of pupils referred to earlier in this
study. Teachers would be more ready to turn their atten-
tion to understanding their pupils, suggests Jersild, if
they could face their anxiety and loneliness and make con-
tact with other human beings through acceptance of their
own emotions and those of other people.[45]

At the University of Illinois Auger studied student
teachers' self perceptions of their 'actual' and 'ideal'
occupational characteristics and measured changes in these
during an eight week student teaching experience. From
a review of the literature, he derived four factors of
change in self-perceptions posited as likely to occur

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[42]Ibid., p. 26.

[43]Paul Tillich, The Courage To Be (New Haven: Yale
University Press, 1952), p. 35.

[44]Jersild, op. cit., 1955, p. 26.

[45]Ibid., p. 83.

during student teaching, to which he added a fifth factor

of his own. The five factors were: (1) conflict between

cultural values outside the classroom, (2) conflict between

role expectations and personal dispositions as a classroom

teacher, (3) conflict between the student teacher's view

of his role and the views of his role that the supervising

teacher and college coordinator hold, (4) conflict between

personal needs and the demands of teaching and preparation.

Auger added to these (5) conflict between what the student

teacher expected student teaching to be like and what it

is in reality.[46]

The effect of conflict within the person and of

anxiety about what is expected seems to underlie Will's

suggestion that student teachers may play a role of being

someone other than themselves. Will referred to the

necessity for helping student teachers to individually

different professional and personal growth when he pointed

out, "Some teachers blot out the self and others to a large

extent, simulate the desired behavior, and by 'playing the

game' see themselves through student teaching with a

minimum of real encounter."[47]

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[46]Ferris Keith Auger, "Student Teaching Perceptions of Student Teachers, Cooperating Teachers, and College Supervisors" (unpublished Ed.D. dissertation, University of Illinois, 1966). University Microfilms.

[47]Richard Y. Will, "The Education of the Teacher as a Person," Journal of Teacher Education, Vol. XVIII, No. 4 (Winter, 1967), p. 473.

A possible explanation for a student teacher's
effort to "blot out the self" may have been offered by
Jersild when he said, "An outpouring of feeling would be
frightening to teachers who have rigidly schooled them-
selves never to let the hurts and tender emotions of their
own lives show in public."[48] Such teachers are handicapped
for "where the self is uninvolved teaching is an empty
formality."[49]

May also took up the paralyzing effect on educational
processes of what he terms "neurotic anxiety" for it
"blocks off awareness."[50] When awareness is thus blocked
off a person may come to fear the tremendous technological
power "that surges up every moment about him to dwarf
overwhelmingly his puny efforts"[51] and creates in the
individual a loss of significance and a sense of apathy.
This sense of apathy then tempts man to use technology
as a way of avoiding the confronting of his own anxiety,
alienation and loneliness. To May, the task of the teacher
is to widen a student's consciousness by helping him to
develop sensitivity and a depth of perception.[52]

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[48]Jersild, op. cit., 1955, p. 69.

[49]Ibid., p. 79.

[50]Rollo May, Psychology and the Human Dilemma (New
York: Van Nostrand, 1967), p. 41.

[51]Ibid., p. 36.

[52]Ibid.

Some teacher education curricula may not help a student teacher to widen his consciousness if Muro and Denton's evaluation of a number of teacher education curricula is accurate. "The modern curriculum with its maze of professional courses, is too often designed and operated in a fashion better suited to produce technicians than helping persons."[53]

Muro's conclusions were based upon an analysis of tape recordings of meetings of two volunteer counselling groups of student teachers at the College of Education at the University of Maine. If they have wide application, as seems likely, the curricula for teacher education will need to consider ways of helping student teachers to a deeper perception of themselves and to what some writers refer to as becoming an effective teacher. As the perceptions of individuals vary widely from one person to another, an awareness of the individual differences between student teachers would seem to be a starting point in a search for ways to assist student teachers to become more effective as persons and as teachers.

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[53]James J. Muro and Gordon M. Denton, "Expressed Concerns of Teacher Education Students in Counselling Groups," Journal of Teacher Education, Vol. XIX, No. 4 (Winter, 1968), pp. 463-470.

Individual Differences Among
Student Teachers

A number of authors suggest that teacher education has taken too little account of the extent of individual differences among student teachers.

> In its usual form the teacher education program
> assumes that the same knowledge is appropriate for
> all teachers-to-be and can be effectively communi-
> cated; that all teachers can learn and use the same
> skills; that there will be some kind of an automatic
> integration process taking place once the teacher
> faces children.[54]

McGeoch is convinced that the only way teachers can be prepared to provide for the individual differences they will meet among classroom pupils is to provide experiences in being part of such a program during their pre-service preparation: "If we really put into practice all we know about human growth and development we would have a radically different program of teacher education."[55]

Denemark stated: "We must begin to recognize the need to prepare many different kinds of individuals with different levels of commitment, talent and potential for a wide range of instructional roles."[56] Not only do

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[54]Rodney A. Clark and Walcott H. Beatty, "The Con-
ceptual Framework for Teacher Education," The Association
for Student Teaching, Forty-Sixth Yearbook (Dubuque, Iowa:
Wm. C. Brown Co., Inc., 1967), p. 59.

[55]Dorothy M. McGeoch, Direct Experiences in Teacher
Education (New York: Teachers College, Columbia, 1953),
p. 182.

[56]George Denemark, "Preparing Tomorrow's Teachers,"
in a collection entitled "Teachers We Need," Theory into
Practice (Columbus, Ohio: The College of Education, The
Ohio State University, 1968), p. 253.

student teachers naturally bring to their teaching differing

individual characteristics, but such differences should be

treasured by the teaching profession. "Differing styles of

teaching and differing personalities among instructors are

required to reach the varied interests and needs of today's

children and youth, and the good teacher should be thought

of in terms of multiple models."[57]

One of the most thorough considerations of the need

for educators and experienced teachers to be conscious of

individual differences among student teachers is provided

by Stratemeyer and Lindsey.[58] They conceive of student

teachers during their teacher education as passing through

an important development phase with both personal and

professional dimensions. "College students engaged in

laboratory experiences have just reached adulthood or are

struggling seriously with developmental tasks which

characterize the transition from adolescence to adulthood."[59]

Each student is seen as unique by these two authors,

and thus he requires laboratory experiences selected to

suit him.[60]

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[57]Ibid., p. 254.

[58]Stratemeyer and Lindsey, op. cit.

[59]Ibid., p. 9.

[60]Ibid., p. 47.

Agreement with this concept came from a conference of leading educators who met at Santa Barbara to discuss teacher growth when they reported

> Teachers are individuals who differ tremendously in strengths and weaknesses, in intellectual back-grounds, and in responses to their teaching situation. Yet we tend in our teacher education efforts to treat them in clusters. . . . Teachers have been inundated with prescriptions for proper pedagogical behavior.[61]

Taylor and McKean's study suggested that independent approaches do not seem to avail a student teacher in search of high evaluations for his coursework.[62] The two researchers worked with eighty-seven juniors taking methods of secondary education and professional education courses at the University of Colorado and tested them on the Dimensions of Divergent Thinking instrument developed by the Teacher Education Project at San Francisco State College. Sixteen per cent of the highest divergent thinkers were compared with fifteen per cent of the lowest divergent thinkers in the group. There was no significant difference in the dropout rate nor between the frequency of distribution of either high or low divergent thinkers according to teaching majors. The major distinction between the two groups emerged during student teaching where a difference

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[61]Center for Coordinated Education, The Nurture of Teacher Growth (University of California at Santa Barbara, Center for Coordinated Education, May, 1966), p. 4.

[62]Bob L. Taylor and Robert C. McKean, "Divergent Thinkers and Teacher Education," The Journal of Educational Research, Vol. 61, No. 9 (May-June, 1968).

significant at the .05 level was apparent for the low
divergent thinkers ranked higher as a group in the evalua-
tions they were given for their student teaching.[63]

Where such a situation holds true one may suspect
that the individual needs of student teachers are not
being met satisfactorily. Schunk commented that some
student teachers have certain needs at the beginning of
the student teaching experience, some needs that will
continue throughout the experience and some new ones that
will arise during the course of their student teaching.
"Each student teacher has a variety of personal and pro-
fessional needs which are closely related."[64]

Schunk's statement suggests that as the needs of
student teachers change they may move through developmental
stages of learning to become more effective teachers. At
various times it may appear that the student teacher is
ready to move on to a further stage and student teaching
could be posited as a most important stage in this develop-
ment. The concept of personal "readiness to teach" appears
to be a useful one here.

"Readiness" to Teach

Readiness to teach may be posited as a position
reached as a result of personality growth, fostered by

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[63]Ibid., pp. 417-418.

[64]Schunk, op. cit., p. 41.

experiences in the general education and professional education sections of the undergraduate curriculum. There seems to be evidence that to assign student teachers to a teaching experience because they have completed a certain number of courses may not sufficiently take into account individual differences. A certain level of personal maturity seems necessary before a student teacher can assume the responsibilities of relating with children or of forging personal and professional relationships with teachers in the schools. Fuller et al. reported that "until the teachers' own security needs had been satisfied, they did not involve themselves deeply with the needs of their pupils."[65]

Fuller, Pilgrim and Freeland wrote of this "readiness" as a "capacity to cope" and defined it broadly as "Mental Health."[66] "It seemed that when the individual student teacher became more secure, it became possible for him to consider the welfare of others."[67] The purpose of the research of these authors was to discover ways to meet the concerns and developmental tasks of prospective teachers before their student teaching began, "so as to push the point of readiness to learn to teach back to the beginning

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[65]Fuller, Brown and Peck, op. cit., p. 17.

[66]Frances Fuller, Geneva Hanna Pilgrim and Alma M. Freeland, The Association for Student Teaching Forty-Sixth Yearbook, Chapter VII (Dubuque, Iowa: Wm. C. Brown, 1967), p. 151.

[67]Ibid., p. 160.

instead of at the end, of student teaching." This effort
was made through offering a course in developmental educa-
tional psychology with observation work with children in
school situations, supplemented by counselling for
attitudes or uncertainties revealed by a battery of instru-
ments. The readiness tasks for the first stage are defined
by these authors as those that help the student to explore
the realities of the school environment through observation
techniques and hypothesis testing in problem solving
classroom situations. The focus is on how to make
decisions on helping individual children and how to com-
municate with children. The tasks of the second develop-
mental stage are defined as helping student teachers to
estimate their impact on individuals and groups as a basis
for confidence in class control. The third stage deals
with understanding the behavior of individual children and
their learning capabilities through case studies. Stage
four tasks involve contacts, throughout two semesters, with
a teacher in a school to familiarize the student teacher
with evaluation procedures.[68]

In a further publication Fuller has collaborated with
other researchers in the Austin Center to explain a sequence
of teacher growth which posits six developmental stages
on the basis of data derived from stated student teacher
concerns, instrumental measurements and the coding of film

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[68]Ibid., pp. 174-178.

sequences.[69] The concept underlying this work is that the helping of teachers and student teachers to clarify self-perceptions and personal goals in teaching, may be an important preparation for the second phase of teaching defined as learning how to instruct. Some student teachers appear to be capable of clarifying their own perceptions and goals without assistance from college faculty but others seem to benefit from direct individual help.[70]

At the very least, the college faculty must be aware of the range of differences to be found among the student teachers with whom they are working. As Greenberg stressed, "Each teacher then, is different from all other teachers, from all teachers living now, and all teachers who have ever lived or will ever live. Each teacher is a very special human being, a unique person."[71]

It is to this "very special human being" that this study will now address itself in the belief that special and effective teachers can be developed only on the base of special and adequate human beings.

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[69] Frances Fuller, Robert F. Peck, Oliver H. Brown, Shirley L. Manaker, Meda M. White, and Donald J. Veldman, Effects of Personalized Feedback During Teacher Preparation on Teacher Personality and Teaching Behavior (Report Series No. 4, The Research and Development Center for Teacher Education: The University of Texas at Austin, Austin Public Schools, Texas Education Agency, n.d.), p. 298.

[70] Ibid., p. 307.

[71] Greenberg, op. cit., p. 210.

PART II. THE GROWTH OF THE EFFECTIVE

STUDENT TEACHER

Effective Teachers and Adequate People

In discussing anxiety, Jersild and May both spoke of teachers and of their special function of helping students, but they also spoke of teachers as people who had to face their own personal and existential concerns. This conception of teachers as fully functioning individuals was emphasized in the writings of Combs. "Producing an effective teacher, we have concluded, is not so much a task of teaching him how to teach as helping him become a teacher, a very human question indeed."[72]

In this view, the concerns of teachers are to be seen as the concerns of individual people for, "A good teacher is first and foremost a person, and this fact is the most important and determining thing about him."[73] Again Combs tells us, "Teacher education must be an intensely human process designed to involve the student deeply and personally."[74]

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[72]The Association for Supervision and Curriculum Development, 1970 Yearbook, Arthur W. Combs, ed. (Washington, D. C.: 1970), p. 183.

[73]Arthur W. Combs, The Professional Education of Teachers. A Perceptual View of Teacher Preparation (Boston: Allyn and Bacon Inc., 1965), p. 6.

[74]Ibid., p. 28.

Combs claimed that if student teachers are "to acquire the kinds of beliefs characteristic of effective professional workers," psychology and the problem of the nature of man must be an integral part of the curriculum.[75] Such a curriculum would facilitate the student's discovery of himself as a more adequate person and teacher.[76]

Biber and Winsor would subscribe to such a curriculum for they suggested a set of goals for the training of graduate teachers that center upon knowledge about people. Their seven goals relevant to the educational process are the developing of (1) a positive feeling toward the self, (2) a realistic perception of self and others, (3) a relatedness to people, (4) a relatedness to the environment, (5) feelings of independence, (6) curiosity and creativity, and (7) a strength for recovery and for coping. "Learning to be a teacher is seen as a dynamic process of self-realization through which the student is enabled to enact a new vocational role with strength and satisfaction."[77]

The goals of Taylor are similar for he suggested that there should be no prescribed sequence of teacher education professional courses but rather that the material

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[75] Ibid., p. 63.

[76] Ibid., p. 77.

[77] Barbara Biber and Charlotte B. Winsor, The Association for Student Teaching Forty-Sixth Yearbook, Chapter V, (Dubuque, Iowa: Wm. C. Brown, 1967), pp. 84-85.

be available to the student at the appropriate stage in
his development.[78] The objectives of Taylor's teacher
education program are to (1) help each student to develop
his own unique self, (2) help to deepen an understanding
of children in each student, (3) deepen an understanding
of the school as a community and its commitment to the
larger community, (4) help students to acquire skills and
knowledge for proficient teaching and (5) stimulate moti-
vation to investigate liberal studies and continue their
own education. Taylor's premise for such individually
centered learning is that "the growth of a young person
from a college student to a professional teacher is a
deeply personal becoming."[79]

Taylor's recommendations were based upon an explora-
tory study at San Francisco State College under the
auspices of the National Institute of Mental Health. The
program aimed to help the individual understand himself
and to build upon his unique strengths for the staff
believed that "the behavior of a teacher is a function of
his own personality."[80] The aim of teacher education was
seen thus, "Teacher education is a period of personal
ferment and development. This is a period of

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[78]Bob L. Taylor, The Association for Student Teaching
Forty-Sixth Yearbook, Chapter VI (Dubuque, Iowa: Wm. C.
Brown, 1967), p. 122.

[79]Ibid., pp. 121-123.

[80]Ibid., p. 150.

reorganization and change directed at the student becoming a teacher, a mature person functioning effectively."[81]

The curriculum to help bring about this goal "was not the preconceived organization of an instructor, for it was the concerns of each student."[82]

This view of a teacher education program would suggest that any student teacher's concerns about his competence indicate a less than adequate self-concept for "behavior is only a symptom of internal states of feeling, seeing, believing and understanding."[83] The interpersonal relationship between a supervising teacher and a student teacher assumes a vital significance in such a frame of reference for unfruitful concerns need never arise when supervisors help to establish a non-threatening relationship with their student teacher.[84]

Combs averred that professional education is not a discipline in its own right and that the focus of teacher education should be on the nature and condition of the learner.[85] Such is also the emphasis of the 1962 Yearbook

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[81]Ibid.

[82]Ibid., p. 144.

[83]Combs, op. cit., p. 107.

[84]Ibid., p. 108.

[85]Ibid., p. 113.

of the Association for Supervision and Curriculum Develop-
ment.[86] The inner origins of some of the major concerns
expressed by student teachers may be made clearer by the
writings of Combs, Maslow, Rogers and Kelley, the con-
tributors to the 1962 Yearbook to which reference has
just been made.

Kelley took up the question that Jersild and May
referred to as the anxiety of existential thinking, when
he spoke of the involvement of the individual in the
changes that take place in him as a person. The indi-
vidual becomes involved in directing his own becoming[87]
and such a creative involvement is what gives the individ-
ual a "reason to be."[88] Kelley's concept is akin to
Buber's inspirational, "I mean the existence of an
autonomous instinct, which cannot be derived from others,
whose appropriate name seems to me to be the 'originator
instinct.' Man, the child of man, wants to make things,
it wants to be the subject of this event of production."[89]

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[86]The Association for Supervision and Curriculum
Development, 1962 Yearbook, Arthur W. Combs, ed.
(Washington, D.C.: The Association, 1962).

[87]Earl C. Kelley, The Association for Supervision and
Curriculum Development, 1962 Yearbook, Chapter II, p. 20.

[88]Ibid., p. 17.

[89]Martin Buber, Between Man and Man, trans. by
Ronald Gregor Smith (London: Kegan Paul, 1947), p. 85.

The uniqueness of the individual self is encompassed by Kelley as an accumulated experiential background on top of a unique biological structure, built almost entirely in relationship with others.[90] Only such a concept of the self seems to fit what Kelley described as the "becoming-but-never-arriving world,"[91] a concept which seems to match the anthropological and sociological concept of a protean society.

The concept of a protean society helps to illuminate the social aspects of change that have involved college young people in the need to find new ways to adapt to a more complex way of living. Useem stated "With the prolongation of human life in the midst of constant innovation and new knowledge, a person is compelled to make learning an intrinsic part of his self."[92] For "To cope with our segmentalized social identity compels the individual to both find and maintain his own self-identity. While this obviously implies more risks, it also opens the prospects for maximum development of the self."[93]

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[90]Kelley, op. cit., p. 8.

[91]Ibid., p. 10.

[92]John Useem, "American Society as a High Civilization: Implications for Educators." Address to 18th National Teacher Education and Professional Standards Conference, Ohio State University, June, 1963. Mimeographed, p. 14.

[93]Ibid., p. 15.

The problems of coping with the new requirements of society are referred to as protean in the way they suddenly arise, sometimes as suddenly drop away, and like the Greek Old Man of the Sea, Proteus, take on new form by which it is difficult to recognize them.[94]

Wheelis described the impact of rapid change this way,

> What is new is not the fact that social character
> is changing; this has always been in process.
> What is new is its occurrence at a more rapid
> rate than ever before and, thereby, our awareness
> of the change as it is taking place.[95]

The developing self that Kelley posited now needs to learn how to handle the protean change of which it is a part. The teaching of the past will not do, said Mead for, "We must create new models for adults who can teach their children not what to learn, but how to learn and not what they should be committed to, but the value of commitment."[96] And again Mead says, "The young must ask the questions that we would never think to ask."[97]

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[94]Ibid., p. 8.

[95]Allen Wheelis, The Quest for Identity (New York: W. W. Norton and Co., Inc., 1958), p. 84.

[96]Margaret Mead, Culture and Commitment (New York: The American Museum of Natural History, 1970), p. 92.

[97]Ibid., p. 95.

Maslow defined the need for the asking of such questions when he reported, "Americans have learned that political democracy and economic prosperity do not in themselves solve any of the basic value problems. There is no place else to turn but inward, to the self, as the locus of values."[98] He saw potential for mankind in this view for, "A new vision is emerging of the possibilities of man and his destiny, and its implications are many."[99] Maslow said

> Individuals develop from an essential and intrinsic inner nature which is in part hereditary; this raw material is acted upon by significant others, by the environment and by the person himself. This inner self has its own dynamic force that is the urge to grow, the pressure for self actualization and so self improvement is possible.[100]

"Life is a continual series of choices for the individual in which a main determinant of choice is the person as he already is. . . . Every person is, in part, 'his own project,' and makes himself."[101] In this sense one can speak of "growth toward self-actualization."

The student teacher then becomes a participant in his own process of development and Dandes spoke of this process in the growth of a teacher when he suggested that

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[98] Abraham Maslow, "Existential Psychology--What's in it for Us?" in Existential Psychology, ed. by Rollo May (New York: Random House, 1969), p. 51.

[99] A. H. Maslow, The Association for Supervision and Curriculum Development, 1962 Yearbook, Chapter IV (Washington, D. C.: The Association), p. 34.

[100] Ibid., p. 35.

[101] Ibid., p. 36.

educators "Who are concerned with increasing the effective-
ness of teachers should include in college curricula
experiences which will aid the potential teacher to
'actualize himself more fully.'"[102]

Plourde also referred to inner motivation toward
adequacy and self-actualization when he suggested that
each student teacher "Wishes to succeed and receive some
kind of acknowledgment from himself first, then from his
class and from the society. That motivation helps the
student teacher to guide himself."[103] This does not mean,
Plourde pointed out, that the student teacher will be self-
taught, but that he will play a central role in his own
formation.[104]

Maslow spoke of "maturity" as the ability to
"transcend the deficiency needs." This concept can help
in a consideration of student teacher concerns. He dis-
tinguished maturity in the cognitive area as D cognition
and B cognition. D cognition represents deficiency needs
of the individual such as the gratifying of personal needs
and overcoming those things that tend to frustrate those

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[102]Herbert M. Dandes, "Psychological Health and
Teaching Effectiveness," Journal of Teacher Education,
Vol. XVII, No. 3 (Fall, 1968), p. 305.

[103]Michael A. Plourde, "The Emphasis on the Person
in the Student Teaching Situation," Program and Papers of
the Second Workshop for Directors and College Supervisors
of Student Teaching, ed. by Clyde W. Dow (East Lansing:
Michigan State University). (Mimeographed), p. 27.

[104]Ibid., p. 28.

needs; B cognition represents "Being" cognition in which the individual sees an object in its own right and not just as a satisfier or frustrator of his own needs. B congition is a sign of maturity although elements of D cognition remain in every individual. B cognition enables objective descriptions of reality and is fostered by psychological health.[105] Using Maslow's definition of maturity as B cognition, the student teacher with that capacity can perceive beyond personal-centered deficiency concerns to those concerns relating to fostering the growth of his pupils. Maslow's suggestion that D cognition concerns continue to be felt even when maturity is attained suggests that even mature teachers functioning with concern for their pupils, will be concerned from time to time about personal deficiency needs. As he pointed out, "Self-actualization does not mean a transcendence of all human problems."[106]

Aspy applied Maslow's concept of levels of human needs to the teaching situation, "Those who wish to promote a person's growth from one level of need to another should concentrate on meeting the current needs of that person."[107] Aspy reported "The majority of our student teachers are

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[105]Ibid., pp. 40-41.

[106]Ibid., p. 45.

[107]David N. Aspy, "Maslow and Teachers in Training," Journal of Teacher Education, Vol. XX, No. 3 (Fall, 1969), p. 304.

operating in fear as they enter their final phase of teacher training."[108] Aspy further pointed out that this is Maslow's safety level (D cognition level) and yet student teachers are being graded on their ability to give to others. "Many teacher trainees are operating at a survival level, in the sense that their problems are very immediate and involve coping rather than growing."[109]

Aspy concludes, "There is not much evidence to support the hope that the teacher will develop into the best teacher he can become, since the present school situation seems oriented toward teacher survival rather than teacher growth."[110]

Wilhelms gave support to this view when he said,

> Every experienced supervisor (college coordinator) knows that student teaching has all the classic stress effects of narrowing perception and shutting down free communication. We must help each student to value his unique self and use it as an instrument of teaching. . . . Many outstanding candidates for teaching have felt forced to play the hypocrite, to behave artificially, and ultimately to distort themselves to fit the pervasive, vague ideal.[111]

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[108]Ibid.

[109]Ibid., p. 305.

[110]Ibid., p. 308.

[111]Fred T. Wilhelms, The Association for Student Teaching, Forty-Sixth Yearbook, Chapter X (Dubuque, Iowa: Wm C. Brown Co., Inc., 1967), pp. 243-244.

Rogers is another writer who stressed the role of the self in the individual's own growth. He made application of the concept into education when he said, "I have come to feel that the only learning which significantly influences behavior is self-discovered, self-appropriated learning."[112] May spoke of the individual concerns that may arise from any denial of this self-actualization process, "The central core of modern man's 'neuroses,' it may be fairly said, is the undermining of his experience of himself as responsible, the sapping of his will and ability to make decisions."[113]

Rogers further stressed the need for a person to be fully open to the experiences he has for, "Self and personality emerge _from_ experience."[114] Those persons who are thus open to their own experiences have the confidence to take actions and to be themselves for "They are able to trust their total organismic reaction to a new situation."[115] In colloquial terms we speak of people 'being themselves,' thus teachers who can act without reservations about

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[112]Carl R. Rogers, _On Becoming a Person_ (Boston: Houghton Mifflin Co., 1961), p. 276.

[113]Rollo May, _Love and Will_ (New York: W. W. Norton and Co., Inc., 1969), p. 184.

[114]Carl R. Rogers, The Association for Supervision and Curriculum Development, _1962 Yearbook_, Chapter III, p. 26.

[115]_Ibid._, p. 27.

themselves when relating to their pupils, do not have to make distinctions between what Rogers terms the "role self" and the "real self," between a defensive facade and their real feelings.[116]

With a belief in his own capacities, a teacher's "reactions may be trusted to be positive, forward-moving, constructive" and he will relate well with his pupils and fellow faculty members for "one of his own deepest needs is for affiliation and communication with others."[117] Rogers was speaking here of situations which one can as readily apply to student teacher concerns about relationships with pupils and teachers.

Buber spoke of this same type of acceptance of oneself as enabling the teacher to accept others and to relate with pupils. The teacher

> sees them crouching at the desks, indiscriminately
> flung together, the misshapen and the well-
> proportioned, animal faces, empty faces, and noble
> faces in indiscriminate confusion, like the
> presence of the created universe; the glance of
> the educator accepts and receives them all.[118]

Rogers makes a graphic contrast between (1) the teacher who is "a person to his students, not a faceless embodiment of a curricular requirement nor a sterile tube through which knowledge is passed from one generation to

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[116]Ibid., p. 29.

[117]Ibid., p. 30.

[118]Buber, op. cit., p. 94.

the next"[119] and (2) with the teachers who "show themselves

to their pupils simply as roles. It is quite customary

for teachers rather consciously to put on the mask, the

role, the facade, of being a teacher, and to wear this

facade all day, removing it only when they have left the

school at night."[120]

Student teachers who display concerns about how to

behave in a classroom may see their teaching as such a

role rather than as seeing themselves in relationship

with pupils. Melby spoke of the teacher who can be

authentically himself when he pointed out, "The central

problem is that of growing the prospective teacher into a

warm, perceptive, understanding individual who is an

artist in working with learners, be they children or

adults."[121]

Clark and Beatty spoke of the teacher who accepted

people whether they were his peers or children for he had

achieved faith in himself to the point where, "He is free

to enter any teacher-pupil relationship undefensively."[122]

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[119]Rogers, op. cit., p. 44.

[120]Ibid.

[121]Ernest O. Melby, "Teacher Education for a Changing Society," The American Association of Colleges for Teacher Teacher Education, Seventeenth Yearbook (Washington, D.C.: The Association, 1964), p. 74.

[122]Clark and Beatty, op. cit., p. 71.

David and Kuhn asserted that the teacher who accepted
and respected himself was better able to relate to the
learner because he was not hampered by concerns for him-
self.[123] One is reminded of the concerns reported by
student teachers which indicate a fear that they may not
be able to relate to their pupils.

The concepts of Combs, Kelley, Rogers and Maslow help
to clarify goals for developing self-actualizing young
people who can become effective teachers. Their concepts
also point some specific paths along which teacher education
curricula may travel, but a detailed curriculum requires
some evidence of experimental data or pilot projects.
There is a dearth of such evidence in teacher education
despite the expressed hope of Combs:

> If teacher education is to be concerned with
> changing student perceptions, we need clear defini-
> tions of what the perceptual organizations of
> effective teachers are like. We need a tremendous
> research effort to explore that question with the
> greatest possible speed. This is coming. Already
> there is a quickening of interest in these matters,
> and it is probable that we shall have detailed
> experimental evidence in considerable quantities
> within the next four or five years.[124]

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[123]Alma Williams David and Jeanne M. Kuhn, The
Association for Student Teaching, Forty-Second Yearbook
Chapter II (Dubuque, Iowa: Wm. C. Brown Co., Inc., 1963),
p. 21.

[124]Combs, 1965, op. cit., p. 19.

Understanding the Concerns of
Young Adults

It would be pleasing to report that Combs' hopes had
been realized in the five years since he wrote those words,
but the situation is not so sanguine. There has been
research in teacher education but little published material
bears evidence of findings in the perceptual organizations
of effective teachers. Considerable research has been
directed into the personal growth of college undergraduate
students, however, and in view of the fact that student
teachers are part of the undergraduate population these
findings seem appropriate to this study. Most student
teachers spend the first two years of their college life
as an integral part of the undergraduate general education
program. This provides the base for professional teacher
education courses in the junior and senior years. The
significance of these studies of undergraduates is that
for the first time empirical data on a large scale,
like that prophesied by Combs for teacher education, has
been obtained within the area of total personal development
of the college undergraduate.

The developmental studies of college undergraduates
derive extensively from the branch of developmental and
personality psychology and psychotherapy that has been
stimulated in recent years by the thinking of Erickson.
His conception of young adults as belonging to a

distinctive developmental phase rather than as being in an
extended late adolescent stage is helpful to the study of
the growth of college students.

Erikson posited developmental stages that continue
into maturity and old age and thus provide for an
individual's continually developing personality.[125]
Although the individual interacts with his environment,
including other people, there is also an inner growth.

> The healthy child, given a reasonable amount of
> guidance, can be trusted to obey the inner laws of
> development, laws which create a succession of
> potentialities for significant interaction with
> those who tend him.[126]

Erikson's fifth stage, that of adolescence, is the
stage in which an individual struggles between role dif-
fusion and identity formation. Those who display suf-
ficient 'ego strength' from the successful completion of
earlier stages are able to face this difficult period of
identity crisis positively.[127] To achieve a sense of
identity, the young person must integrate all of his pre-
vious identifications and self-images, with their often
confusing diversity, into a restructured self in terms of
an "anticipated future,"[128] although this identity may

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[125]David Elkind, "Erik Erikson's Eight Stages of
Man," New York Times Magazine, April 5, 1970, p. 112.

[126]Erik H. Erikson, "Identity and the Life Cycle,"
Psychological Issues, 1959, No. 1, p. 52.

[127]Richard I. Evans, Dialogue with Erik Erikson
(New York: E. P. Dutton and Co., Inc., 1969), p. 31.

[128]Ibid., p. 36.

be seriously challenged by later pressures on the individual.[129]

"Only a firm sense of inner identity marks the end of the adolescent process"[130] but this sense of identity carries with it an increased capacity to 'do well' according to a person's own standards and those of others who are significant to him. Such a resolution allows the individual to move into the young adult developmental phase in which the intimacy-isolation dichotomy may be resolved. "Intimacy is really the ability to fuse your identity with somebody else's without fear that you're going to lose something yourself."[131]

A scholar, whose works are supplementary in some way to those of Erikson, is White. His findings on personality development and the concept of self emphasize the unity of the organism in its growth[132] and the interaction of the organism with its interpersonal environment: "A person builds up his conception of himself out of the ideas he perceives other people to have about him."[133]

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[129]Ibid., p. 41.

[130]Erik H. Erikson, Identity. Youth and Crisis (New York: W. W. Norton and Co., Inc., 1968), p. 88.

[131]Evans, op. cit., p. 48.

[132]Robert W. White, Lives in Progress: A Study of the Natural Growth of Personality (New York: The Dryden Press, 1952), p. 121.

[133]Ibid.

White saw changes in the individual as "growth trends,"
suggesting several. He used the term "Ego Identity" to
refer to "the person one feels one self to be." The growth
trend involved here is toward stabilizing the Ego Identity.
The second growth trend he distinguished is the freeing of
interpersonal relationships so that the person is increas-
ingly able to interact with others. The third is the
deepening of interests so that there is a greater absorp-
tion or learning. The fourth is termed the "humanizing of
values" and is an extension of Piaget's theory of the
evolution of moral values between the ages of seven and
fifteen.[134]

"Under reasonably favorable circumstances personality
tends to continue its growth, to strengthen its individual-
ity, and assert its power to change the surrounding
world."[135]

Galinsky and Fast described the identity formation
phase appropriate to late adolescence as "The problem of
establishing and integrating character modes into a unified
pattern of functioning."[136] These authors suggested that
identity formation and vocational choice are significantly
linked, for people measure themselves against their image

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[134]Ibid., pp. 331-352.

[135]Ibid., p. 365.

[136]David M. Galinsky and Irene Fast, "Vocational
Choice as a Focus of the Identity Search," Journal of
Counseling Psychology, Vol. 13, No. 1 (1966), p. 89.

of what a vocation requires for success. "When one's idea of self is shaky, unsolidified, distorted or has many warded-off unconscious elements, it becomes difficult to check one's compatability with a possible occupation."[137]

Tipton also claimed that the self concept can be helped to develop within the vocational area and that the behavior and ideas of others already in a given occupation may be incorporated by the individual.[138] In a study of college students aspiring to be teachers, Tipton investigated the role of interpersonal relationships in the process of identification with a vocation. His experimental group comprised 128 men and women students in four introductory classes in education. His control group comprised 89 men and women students taking introductory psychology classes (with teacher aspirants omitted in the control group).[139] By using a four point scale for the students to relate the effect of certain self-selected teachers on them, Tipton found that the students majoring in Education and aspiring to be teachers reported significantly closer relationships with their most admired teacher than did members of the control group, and they

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[137]Ibid.

[138]Robert M. Tipton, "Vocational Identification and Academic Achievement," Journal of Counseling Psychology, Vol. 13, No. 4 (1966), p. 425.

[139]Ibid., p. 427.

also reported a larger number of interpersonal relation-
ships with teachers.[140]

Such a close link between personal development and
professional identification suggests the desirability of
making curricular provision for student teachers to have
frequent contact with teachers and the school situation.
More familiarity with the life of a teacher could have a
further advantage in helping student teachers become cog-
nizant of the real requirements of teaching. Super
claimed "In choosing an occupation one chooses a role which
he thinks he can play, and he attempts to play the role in
a way which is compatible with his own aspirations and
with the expectations of others."[141]

Heist added further support in claiming that self-
concept is fundamental in the personal development that
leads to an occupational decision for, "The image of the
expected occupational role must be coordinate to that of
a person's self-concept."[142] An undergraduate's concept of
his ability in interpersonal relationships may also be
significant according to a survey of 2,758 Cornell under-
graduates and later of a survey of 4,585 students from

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[140]Ibid., p. 429.

[141]Donald Super, Chapter VII in Encounters With
Reality, ed. by Morey R. Fields (New York: The Center for
Applied Research in Education, Inc., 1967), p. 94.

[142]Paul Heist, Chapter II, The College Student and
His Culture, ed. by Kaoru Yamamoto (Boston: Houghton
Mifflin Co., 1968), p. 163.

eleven universities throughout the country. Rosenberg
interpreted the results as "The way a person character-
istically relates to others will influence the type of
career he selects."[143] This finding refers to weightings
which students, in selecting certain careers, placed on
three major value complexes; the complex into which most
teacher aspirants fitted was "people-orientation."[144]

Taba also saw occupational choice and personal
development as interrelated. "Professional skills and
personal attitudes go hand in hand each affecting the
other, and changes in one both requires changes in the
other and produces possibilities for further changes."[145]

Student teachers gain their professional education
as well as their general education at colleges. In recent
years there have been a number of studies of the growth of
undergraduate students which are appropriate to this
review of fostering personal growth in student teachers.

Studies of Growth in Undergraduates

One of the most comprehensive studies of growth and
development among college youth was carried out by

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[143]Morris Rosenberg, Occupations and Values (Glencoe,
Illinois: The Free Press, 1957), p. 47.

[144]Ibid., p. 16.

[145]Taba, op. cit., p. 462.

Chickering. Chickering has been, since 1965, the Director

of a Project on Student Development at Small Colleges.

His book, Education and Identity,[146] is based upon a

longitudinal study of students in thirteen small colleges

across the country.

Chickering applied Erikson's adolescence and young

adult developmental stages to college undergraduates and

emphasized that with an increasing proportion of the

seventeen to twenty-five year old age group spending

several years in the college environment, it is time for

educationists to consider the impact of that experience

upon the growth of these young people. He saw development

occurring through sequences of differentiation and inte-

gration;[147] by considering development in seven major

dimensions, he provided bases for curricular planning. If

a teacher education program is to encourage the full

growth of adequate persons to become teachers, a considera-

tion of these sequences and the developmental concerns

they seek to confront helps to clarify the total goals of

that curriculum.

> In describing seven major dimensions of develop-
> ment that occur during the college years--competence,
> emotions, autonomy, identity, interpersonal relation-
> ships, purpose, integrity--I have attempted to move
> "identity" one step toward greater specificity and

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[146]Arthur W. Chickering, Education and Identity (San
Francisco: Jossey Bass Inc., 1969).

[147]Arthur W. Chickering, "Institutional Objectives
and Student Development in College," The Journal of
Applied Behavioral Science, Vol. 3, No. 3 (1967), p. 301.

concreteness. I aimed to reach a level where
connections could be made between these dimensions
of student change and educational policies and
practices.[148]

The seven vectors of individual identity development

that demand the attention of the undergraduate and there-

fore of the college curriculum should be briefly discussed

here for, if Chickering is correct, colleges and teacher

education institutions must help to meet the challenges

offered by this emerging conception of the role of higher

education. It would seem to be of special importance that

prospective teachers should find an identity and self

concept from which they can approach their professional

career of assisting high school students through that

same process of development. The new society of the

United States of America in the late Twentieth Century

seems to require new techniques for living, and individuals

who, while masters of themselves, have a clear view of

their place in society. Chickering's data was gathered

from small colleges, but it would seem that larger

colleges should play a similar role in producing graduates

who can satisfactorily deal with a rapidly changing

society.

The first of Chickering's vectors of young adult

identity formation is competence. He suggested that three

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[148]Chickering, 1969, op. cit., preface, p. x.

types are distinguishable: (1) intellectual, (2) physical
and manual, and (3) social and interpersonal. Underlying
these is a sense of one's own "competence to achieve" and
a readiness to venture.[149] The second vector is that of
awareness of feelings and of learning to manage one's
emotions so that they may be integrated into the total
identity.[150] The third vector is that of developing
autonomy for, although interdependence remains important,
the integrated young adult should be able to give and
receive comfortably and to function without feeling
pressing and continual needs for reassurance, affection
and approval.[151] This vector may relate to student
teacher concerns about their acceptance by pupils and
faculty. Successful resolution of such concerns results
in the freeing of "large amounts of energy for other than
direct self-service."[152] Vector four is defined as
achieving a "solid sense of self" and assumes the form of
establishing one's identity as vectors one, two and three
are undertaken with some success. The person is then ready
to enter more totally into interpersonal relationships.[153]

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[149]Ibid., p. 37.

[150]Ibid., p. 46.

[151]Ibid., p. 58.

[152]Ibid., p. 74.

[153]Ibid., p. 80.

In present day American society, identity is no longer socially bestowed as it was in more traditional times when a major role of education was the socializing of the young. There are multiple alternatives today in a complex society and education's task is to aid in the self definition of this identity.[154] Wheelis affirmed this. "Modern man cannot recapture an identity out of the past; for his old identity was not lost, but outgrown. Identity is not, therefore, to be found; it is to be created and achieved."[155]

Keniston supported this interpretation also: "The more incompatible the components from which the sense of identity must be built and the more uncertain the future for which one attempts to achieve identity, the more difficult the task becomes."[156]

The fifth vector in Chickering's identity formation scheme is the freeing of interpersonal relationships by greater tolerance of different backgrounds and values. There is less need to dominate and more interpersonal intimacy becomes possible.[157] The sixth vector incorporates a greater sense of purpose and interests,

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[154]Ibid., p. 92.

[155]Wheelis, op. cit., p. 205.

[156]Kenneth Keniston, "Social Change and Youth In America," in The Challenge of Youth, ed. by Erik H. Erikson (New York: Doubleday, 1954), p. 211.

[157]Chickering, 1969, op. cit., p. 97.

vocational plans and life styles are derived, along with a
perceptive need for social change and a general sense of
personal direction.[158] Chickering's last vector is the
development of integrity in which a personally valid set
of beliefs and values with internal consistency is settled
upon. The role of the college is not to modify the content
of values, but to help increase their role in the student's
thoughts and behaviors.[159] The symptoms of the satis-
factory attainment of the seventh vector are closer con-
gruence between behavior and values. As with all aspects
of identity formation, this congruence is a lifelong task
and all vectors must be continually recreated, but it is
in college that the methods can be most readily learned
and a firm basis formed.

Support for Chickering's seventh vector as applied
to the teaching situation is found in a statement by Simon,
"An individualized set of values seems to dominate the
success of teachers who have that zest, that purpose, and
that electric excitement which makes a classroom a reward-
ing place to be."[160]

Pilder regretted that training programs and role
expectations within the schools tended to suppress personal

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[158]Ibid., pp. 108-122.

[159]Ibid., p. 127.

[160]Sidney Simon, "Value Development; a High Sense of
Individualization," The Association for Student Teaching,
Forty-Second Yearbook, Chapter VIII (Dubuque, Iowa: Wm. C.
Brown Co., Inc., 1963), p. 125.

behavior "in favor of a teaching function focused on content and highly impersonal." For the pupils this represents a loss for "Without experiencing the person of a teacher, how is it possible for the young to begin considering any kinds of values which are highly personal commitments?"[161]

Berman affirmed the importance of this personal contact in forming individual values. "Clarifying values takes place oftentimes in conversation between the student and the teacher."[162]

MacKinnon expressed a similar sentiment in this way, "The knowledge of self, of relating, of loving, can be had only in free interaction with teachers who themselves are persons, teachers who are free to relate and let the child relate and therefore 'learn' the precious rewards of interrelating."[163]

A relevant parallel to Chickering's research among undergraduates is that of Heath[164] who has carried out

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[161]William F. Pilder, "Values as a Process of Encounter," Educational Leadership, February, 1970, p. 451.

[162]Louise M. Berman, New Priorities in the Curriculum (Columbus, Ohio: Charles E. Merrill Publishing Company, 1968), p. 170.

[163]Donald W. MacKinnon, The Association for Supervision and Curriculum Development, 1969 Yearbook, Chapter VI (Washington, D.C.: The Association, 1969), p. 117.

[164]Douglas H. Heath, Explorations of Maturity: Studies of Mature and Immature College Men (New York: Appleton-Century-Crofts, 1965).

research into what he terms "maturity" in male college undergraduates. His interpretation of maturity is akin to what White refers to as "Ego Identity" and what Erikson and Chickering refer to as "Identity". For Heath, the well organized person is, in terms of his own self-image, the "mature" person[165] and this maturity includes the dimensions of attitudes, values, interests, beliefs and motives.[166] Heath started his studies about maturity in 1954 in a small liberal arts college by seeking consensual judgements on the most mature and the least mature men students. His studies followed the same students from freshman to senior year. He concluded that the mature young undergraduate displays qualities of an underlying stability of integration of the self demonstrated by an increasing congruence of the various elements of his own self image.[167] This stability is most manifest in the coming together of the young man's concept of his actual self with what he sees as his ideal self. Heath termed the mature undergraduate's increasing capacity to learn from others "allocentricism" to differentiate it from egocentricism. Other symptoms of this maturity are, an autonomy of self image that can accept views from others but yet retain its own views and

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[165]Ibid., p. 43.

[166]Ibid., p. 45.

[167]Ibid., p. 108.

maintain its own actions, a greater availability of the self image to conscious awareness and a self regard which includes an affective self acceptance.[168]

These properties of the self image were tested by Heath and shown to be related to the maturity and immaturity judgements made by students and the faculty, to self judgements and to various Rorschach measures of stable schemata and good control.[169] The profile of a mature young man at this small liberal arts college was of a well organized individual who was highly determined, conscientious, energetic, purposeful, ambitious and in command of his talents. He was highly motivated and his life strongly centered around other people.[170]

Heath's profile corroborated Combs' listing of the characteristics of highly adequate personalities:

> (1) They tend to see themselves in positive ways . . .
>   They see themselves as generally liked, wanted,
>   successful, able persons of dignity, worth and
>   integrity.
> (2) They see themselves and their world accurately
>   and realistically.
> (3) They have deep feelings of identification with
>   other people . . .
> (4) They are well informed . . . They have perceptual
>   fields which are rich, varied and available for
>   use when needed.[171]

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[168]Ibid., p. 112.

[169]Ibid., p. 108.

[170]Ibid., pp. 167-170.

[171]Combs, 1965, op. cit., p. 70.

Bettelheim described a similar type of person in his definition of the "integrated personality" who is able to relate successfully to other humans, to analyze his own past experiences and to make inferences regarding his future behavior. "He has a sufficient understanding of himself so that he can develop and maintain his own sense of identity, responding to life's situations in accordance with his own interests, values and beliefs."[172]

Axelrod saw education for individual development as seeking to "promote an identity based on such qualities as flexibility, creativity, openness to experience and responsibility. Although these qualities depend in part on early experiences, college can develop them further and in new ways."[173] Axelrod et al.'s "highly developed personality" is characterized by a high degree of differentiation on the one hand but a high degree of integration on the other. The result is that "Communication among parts is great enough so that different parts may, without losing their essential identity, become organized into larger wholes in order to serve the larger purposes of the person."[174]

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[172] Bruno Bettelheim, The Association for Supervision and Curriculum Development, 1969 Yearbook, Chapter V (Washington, D.C.: The Association, 1969), p. 83.

[173] Joseph Axelrod, Mervin B. Freeman, Winslow R. Hatch, Joseph Katz, and Nevitt Sanford, Search for Relevance (San Francisco: Jossey-Bass Inc., 1969), p. 12.

[174] Ibid., p. 15.

Heath continued his studies by investigating the degree of stability of mature and immature young men and found that disturbing information was more readily adapted to, and stability more rapidly regained by, those already defined as mature.[175] These young men also proved to be non-authoritarian and open to information from their external and internal worlds and to have a high threshold for anxiety.[176]

Heath used this reinforcement of the concept of maturity to build a model to order the developmental process through institutional curricular provisions.[177] The model is built upon this definition of maturity: "To become a more mature person is to grow intellectually, to form guiding values, to become knowledgable about oneself, and to develop social, interpersonal skills."[178] Heath averred that the more important intellectual skills are judgement, analytic and synthetic thinking, logical reasoning and imaginativeness. He also stated that a person's self-concept is that which determines what he will attempt or not attempt.[179]

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[175]Heath, op. cit., p. 195.

[176]Ibid., pp. 284-286.

[177]Ibid., p. 195.

[178]Ibid., p. 4.

[179]Ibid., p. 5.

Heath claimed that the ability of a college to help its students toward maturity depends upon

1. The personal congruence of the student's personality organization with the college's psychological demands. Here it is essential for the college to make known its stand to help students in their process of selecting a college that suits them.

2. The college's communal character must enable students to identify with the college and its purposes, and

3. The college and its faculty must cohere internally in terms of those purposes.[180]

The coherence of Haverford College Community where Heath's research was carried out was recently demonstrated when the entire college from president through administration, faculty and students, hired buses and travelled together to Washington, D. C., to participate in the anti-Cambodian involvement march of May 8, 1970.[181]

Facilitating Undergraduate Growth

Heath reported of his book,

The purpose of Growing Up In College is to illustrate how a model can be used to order the developmental process, to illuminate the potential

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[180]Ibid., p. 250.

[181]State Journal, Lansing-East Lansing, Michigan, May 4, 1970.

types of maturing effects, to explore in detail
the relation between an institution and the growth
of its members, to suggest new hypotheses about
healthy growth.[182]

Heath felt that colleges could accomplish identifica-

tion of individual and institutional goals only where size

permitted personal interaction, although his definition of

purpose would seem to be applicable to larger institutions

with more corporate sub-divisions, such as small colleges

within a large university.

Other writers have supported the theory that major

changes of attitudes and values take place in individuals

during the college years. Lehman and Dressel reported

that marked changes occur between the freshman and senior

year in critical thinking ability, attitudes and values,

and that the greatest magnitude of change occurs during

the freshman and senior years. These conclusions were

reached in the light of the results of a longitudinal

research project among students at Mighican State

University.[183]

Lehman and Dressel also claimed "It is therefore

imperative that our colleges and universities recognize

these facts and discard the notion that behavior

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[182]Douglas H. Heath, Growing Up In College (San
Francisco: Jossey Bass, Inc., 1968), preface, xii.

[183]Irving J. Lehman and Paul L. Dressel, Critical
Thinking, Attitudes and Values in Higher Education,
Final Report of Cooperative Research Project No. 59
(East Lansing: Michigan State University, 1962).

characteristics are not their concern because it is too late to do something about them."[184]

Erikson's findings indicate it is never too late to do something about personality growth.

Lehman and Dressel claim that multiversities can offer some of the same sorts of institution-individual integration that Heath opines can be achieved only in small colleges.

> It would be advisable for our colleges and universities to seriously consider, as has Michigan State, providing dormitories that will contain not only living and formal learning facilities, but also facilities and programs so that the discussion and informal learning may make use of the best resources of the university.[185]

Raushenbush suggests the creation of "satellite" colleges attached to the existing institutions, to provide a suitable environment and way of learning. Satellite colleges could also foster the relationship between teachers and students that helps to draw out the students' energy and imagination and to make education "a living experience."[186]

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[184]Irving J. Lehman and Paul L. Dressel, _Changes in Critical Thinking Ability, Attitudes, and Values Associated with College Attendance_. Final Report of Cooperative Research Project No. 1646 (East Lansing: Michigan State University, 1963), p. 105.

[185]_Ibid._, p. 163.

[186]Esther Raushenbush, _The Student and His Studies_ (Middletown, Connecticut: Wesleyan University Press, 1964), p. 179.

Recent research in two other large institutions supports the proposal that colleges and universities <u>can</u> make a large contribution toward Heath's mature person, Chickering's and Erikson's integrated identity and the highly adequate person that Combs envisaged as the helping teacher whose concerns are other-centered.

Katz reported that the academic-intellectual offerings of colleges do not at present adequately connect with student motivation.[187] Yet Katz sounded a note of caution against undue optimism for the future.

> Perhaps because of a too idealistic reading of Erikson's developmental timetable, we had a greater expectation of profound alterations of character among our interviewers than warranted. . . . Instead of dramatic changes, we did, however, find changes confined to some segment of the character, for example, a more adequate self-conception.[188]

Perhaps it is tempting to take the conceptualization of one person's insights and to apply them to another situation as a system. The author may not himself have thought of his ideas in this way. Developmental stages can indeed be easily misapplied if they are taken to establish a 'norm' for measurement of development. Such stages may indicate directions and prerequisites for potential growth rather than predict the directions of this growth. Teacher education could be well pleased if it were able

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[187] Joseph Katz, <u>et al.</u>, <u>No Time For Youth</u> (San Francisco: Jossey-Bass, Inc., 1969), p. 4.

[188] <u>Ibid.</u>, p. 7.

to achieve the more adequate self-conception that Katz reported. It could provide the basic competency of person that is the prerequisite for Combs' effective teacher. It could meet the personal competency requirement that Fuller et al. see as basic to a student teacher if he is to move from predominantly inner oriented concerns to other oriented teaching concerns.

Katz's research was carried out at Stanford University and at the Berkeley Campus of the University of California between the fall term of 1961 and the graduation of the same students in 1965. Two-thirds of the freshman classes at Stanford and Berkeley were tested (n = 3317) on six scales of the Omnibus Personality Inventory and on an Authoritarian and Ethnocentricism Scale. In addition, interviews with randomly selected students from the original test population were conducted throughout the four years. Toward the end of the senior year the Omnibus Personality Inventory was re-administered, together with a specially constructed nineteen-page Senior Questionnaire.[189]

The findings suggested that, "The intellectual and academic aspects of the college are secondary or tertiary for most students when compared with other concerns of emotional and social growth."[190]

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[189] Ibid., Appendices.

[190] Ibid., p. 14.

Katz reinforced Galinsky and Fast's findings about
the relevance of occupational considerations to the student's
growing identity. "Career plans are very much part of the
student's growing identity. Our study has impressed us
with the incompleteness of students' identity at the time
of graduation."[191]

These concerns about career plans, about finding the
self and about what society demands, appear to be the basis
for the development of the self actualizing person spoken
of by Maslow, and the becoming person described by
Kelley. The person who finds some resolution of the three
concerns and some balance between them can be recognized
as Combs' highly adequate teacher who,

> Perceives the purpose of the helping task as
> one of freeing, assisting, releasing, facilitating,
>
> Can perceive beyond the immediate to the future,
>
> Is willing to disclose self,
>
> Sees his task as one of encouraging and
> facilitating the process of search and discovery.[192]

Katz claimed that the college curriculum should
provide for inter-personal relationships and an environment
that will help all the individual students enrolled because

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[191]Ibid., p. 18.

[192]Combs, 1965, op. cit., p. 85.

Some students question their identity; others
feel relatively comfortable in an identity already
achieved, still others anxiously cling to a shell
of identity that protects them from threatening
external stimuli.[193]

The starting point, Katz suggested, is to make the

student, not the course, the primary interest of every

department.[194] The major areas which should be provided

for all students to draw from are suggested as

1. academic-conceptual

2. aesthetic-artistic

3. people oriented activities of (a) helping and

   (b) business service

4. man-made technology

5. motoric expression

6. the "art of sociability."[195]

These six areas were suggested for "We also believe that no

true intellectual development is possible when the intellect

is treated not as a human component, but as an isolated

depository for knowledge."[196]

Metha suggested that there is a dichotomy between the

present interests of students and the present interests of

the faculty.

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[193]Katz, et al., op. cit., p. 421.

[194]Ibid., p. 424.

[195]Ibid., pp. 428-431.

[196]Ibid., p. 440.

> While most institutions of higher education purport
> their objectives as man's search for truth, our
> students are seeking man's search for meaning. To
> put it another way, while our campuses of higher
> learning concern themselves with ideas, facts,
> information, and problem solving, our sensitive
> students are concerning themselves with finding
> the self.[197]

To ignore this new level of student awareness, says Metha,

is to become "existentially unconscious."

Sanford, however, sounded a note of hope for

curriculum change.

> By 1980 educators will see much more clearly than
> they do today that the major aim of college education
> is the fullest possible development of the individual
> personality, and that the only basis for planning an
> educational environment is knowledge of how students
> actually develop.[198]

The importance such a realization could have for the

learning process is described by Sanford in an earlier work.

> The stronger and better conceived the individual's
> motives, the more firmly they are based on inner
> needs, and the better they are adapted to real
> possibilities, the more readily will the individual
> learn the facts and principles that he sets out to
> learn. The better his judgment, the greater his
> critical faculties and the better integrated the
> divers parts of himself, the more quickly will he
> assimilate knowledge and skills that can be shown
> to have relevance to his purposes.[199]

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[197]Arlene Metha, "The College Student: His Search
for Meaning," Phi Kappa Phi Journal, Fall, 1964, p. 42.

[198]Nevitt Sanford, "The College Student of 1980," in
Campus 1980, ed. by Alvin C. Eurich (New York: Dell
Publishing Co., Inc., 1968), p. 182.

[199]Nevitt Sanford, ed, College and Character (New
York: John Wiley and Sons Inc., 1964), p. 16.

The college student, Katz and Sanford believed,
benefits from an integrated curriculum for

> The pursuit of objectivity requires joint attention
> to the student's impulse and to his thought. Other-
> wise the two will neither combine nor balance; and
> the individual will be in effect two men, an
> emotional man dominated by impulse and an intellectual
> man dominated by thought. This, in fact, is the life
> story of many a liberal.[200]

The contrast between what Katz and Sanford proposed
and what exists at present is revealed by Korn.

> The curriculum is seldom an integrated whole
> designed to encourage intellectual development;
> instead, it is a patchwork made up of what numerous
> specialists feel is vital to an understanding of
> their own particular disciplines. Under such con-
> ditions, any hope that the student will be afforded
> an opportunity to fruitfully work through a set of
> integrating experiences is faint indeed.[201]

Korn was speaking of college curricula in general
but Yamamoto et al. referred specifically to teacher educa-
tion curricula when they said

> The discouraging side of the story is first seen in
> the rather pervasive feeling in students of frustra-
> tion at what they perceive to be trivial, fraction-
> alized, and irrelevant curricular experiences and
> routinized, impersonal, and unimaginative instructional
> contacts.[202]

The purpose of integrated intellectual development is
explained by Bay.

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[200] Joseph Katz and Nevitt Sanford, "Curriculum and
Personality" in College and Character, ed. by Nevitt
Sanford (New York: John Wiley and Sons Inc., 1964), p. 125.

[201] Harold A. Korn, Chapter IV in No Time For Youth,
ed. by Joseph Katz et al.(San Francisco: Jossey-Bass, Inc.,
1969), p. 188.

[202] Yamamoto, et al., op. cit., p. 474.

> A person is an <u>intellectual</u>, one might say, to
> the extent that his mind produces and utilizes
> the insight--into himself, into others, into the
> nature of society--that is required for coping
> with and anticipating the problems of living a
> full life and facing death with serenity.[203]

This idea seems similar to the existential "awareness" that Morris speaks of. "If education is to be truly human, it must somehow <u>awaken awareness</u> in the learner--existential awareness of himself as a single subjectivity present in the world."[204]

This review has focused on the growth of the individual, and has emphasized self concept and identity formation. It must also be emphasized that these aspects of growth depend upon interpersonal social relationships. The interpersonal and social factor has been referred to a number of times in this review and one is reminded of the balance necessary by Axelrod <u>et al</u>.'s observation: "The planning of a total education environment must be guided by a theory of the total personality as well as by social theory."[205]

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[203]Christian Bay, "Toward a Social Theory of Intellectual Development," in <u>College and Character</u>, ed. by Nevitt Sanford (New York: John Wiley and Sons Inc., 1964), p. 256.

[204]Van Cleve Morris, <u>Existentialism in Education</u> (New York: Harper and Row, 1966), p. 110.

[205]Axelrod <u>et al</u>., p. 14.

PART III. CHANGING SOCIAL PATTERNS

Social Concerns and Personal
Development

Social factors require special attention for there is
evidence that college undergraduates have major social as
well as individual concerns. These concerns are often
inextricably linked in their minds. Student teachers
might be expected to ponder current social concerns, if for
no other reason than that they will be teaching high
school students who have recently shown social conscious-
ness.

A survey was made of one in every fifteen junior high
and senior high school principals across the country in
January, 1969, by the National Association of Secondary
School Principals. Fifty-six per cent of the junior high
school principals and fifty-nine per cent of the senior
high school principals reported at least one, of what they
considered to be disturbances, in their schools within the
preceding twelve months. Eighty-two per cent of the
principals reported protests about school regulations,
forty-five per cent reported protests about the instruc-
tional plan of the school. Twenty-five per cent gave
reports of protest about current social issues of which
racial questions comprised the predominant issue at ten
per cent of the total protests reported. Of the large

urban senior high schools (of over 2,000 students) eighty-one per cent had been the scene of protests.[206]

Cass is sure high school protests will endure and that they will be widely mishandled.

> We have told our youngsters that we want them to become independent. But once they walk through the schoolhouse door, we have insisted on treating them as children. I would guess that we're going to find it progressively harder to make the authoritarian bit stick.[207]

The major reason, however, for student teachers and all college undergraduates to consider social matters is that such topics are felt by many of them to be of vital personal concern. American philosophies of education have, almost without exception, stressed the social role of the school. A larger proportion of student teachers than ever before seem likely to show concern about what they currently find in their college and the public schools.

McGovern was of the opinion that "there is a large group of young people who protest our present values because they earnestly seek an improved world. . . . They seek to square the practice of the nation with its ideals."[208]

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[206]Jane Hunt, "Principals Report on Student Protest," American Education, October, 1969, pp. 4-5.

[207]James Cass, "Hot Spots in Education," New York State Education, December, 1969, p. 13.

[208]George McGovern, "Reconciling the Generations," Playboy Magazine, January, 1970, p. 126.

Eddy also believed that "Today's college student in the U.S. has a wide and continuing concern for effective solutions to both national and international problems."[209]

Najam reported

> The merits of student power may be debatable, but that a kind of student power does exist and is being exercised is not debatable. . . . the moderate students' commitment to the present order of things is tenuous, for they appreciate the message of the radicals if not their excesses.

The students are concerned, he says, about a social system "in which the individual is losing his sense of identity in a great philosophy of consensus."[210]

The interpersonal relationships and social involvement of the student would seem to play a major role in the integration of his identity and perhaps to have some relationship with occupational aspects of his identity. Social considerations have probably always played some such role but social involvement may currently be at a higher level than ever before.

A New Pattern of Society

Taylor said that the present age "is the first age in which the historical circumstances have combined to

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[209] Edward D. Eddy Jr., The American College Student in a Changing Society (Forum University Series No. 9, Voice of America, n.d.), p. 1.

[210] Edward W. Najam, "The Student Voice: A New Force," Educational Leadership, May, 1969, p. 67.

produce a younger generation so fully aware of those
circumstances."[211]

Fisher saw the problem as one of cultural lag.
"Institutions of a social nature, including schools and
professional associations, have a way of gathering momentum
which carries them beyond their zenith of usefulness."[212]

Useem offered a more positive interpretation of
change in present day American society when he referred to
it as a "high civilization." Although the phrase may seem
to carry some ambiguities at present, it did not when it
was first coined in 1963. Useem equated the term "high
civilization" with Boulding's post-modern culture to refer
to societies in the second half of the Twentieth Century
that have developed technologically to the point that the
United States of America has done.[213] "High civilization"
is characterized by complexity in social patterns, the
protean nature of change, and the need for individuals to
develop their own self-identities from the multiple options
offered to them.[214] It is important to note that Useem's

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[211]Harold Taylor, "The Student Revolution," Phi Delta Kappan, October, 1969, p. 67.

[212]James L. Fisher, "The New Teacher Education: Prospects for Change," The Teacher and His Staff: Differentiating Teaching Roles. Report of the 1968 Regional Teacher Education and Professional Standards Conferences (Washington, D.C.: National Commission on Teacher Education and Professional Standards of the National Education Association, 1968), p. 59.

[213]Useem, op. cit., p. 2.

[214]Ibid., p. 5.

term does not suggest that American society is a totality in an easily recognizable stage of development. The development is uneven and segmentalized, but we may assume that many college undergraduates are preparing themselves to move into the more complex segments of that high civilization.

The difficulties that such a high civilization poses are numerous. Among them, Useem pointed out, is "how to confront the loyal members of the organization who cling firmly to dysfunctional patterns."[215] As he was addressing a group of teachers, we may assume that the application to changes in educational institutions was a conscious one. Young teachers and student teachers are likely to find themselves confronted with major concerns in their enthusiasm to make changes which seem to them essential for a meaningful life in a changing society.

Seeley pointed up the change that American society has recently experienced:

> I believe that youth as we confront it, has under-
> gone in our lifetimes transformations so tremendous
> that as guides we are largely without guidance,
> since they are not as we were, their situation is
> not any situation we know, and those means by which
> we were socialized have little relevance for their
> situation as they are now newly circumstanced.[216]

Mead affirmed this verdict in terms of teaching.

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[215]Ibid., p. 8.

[216]Yamamoto et al., op. cit., p. 61.

The average schoolteacher 50 years ago got better
as she got older; she had more experience, she
mellowed, she knew how children behaved and learned
more about them. Today, she gets further and
further away. She doesn't understand the children
anymore.[217]

Taba helped to explain this gap:

Because the technological advance is absorbed
into the environment and transmitted through the
artifacts and facilities in a compelling manner,
there is usually a cultural lag between the rate
of changes in the technological aspects of the
culture and that in values, customs, behavior,
expectations and social institutions. . . . We
call those who make technical changes inventors,
but those who make changes in nonmaterial culture
are likely to be called rebels, revolutionaries
and reformers, words which do not carry a positive
flavor in the American mind. Neither is our
culture predisposed toward planning social change,
whereas planned technological change is common-
place.[218]

"Most adults," said Taba, "lack the experiences

necessary to make adjustments in society,"[219] so "the

dehumanizing effects of technology are not solved."[220]

A curriculum then needs to keep itself attuned to the

"becoming social realities."[221]

Goodman claimed that in the colleges alienated youth

meet academic personalities "that cannot and dare not

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[217]Margaret Mead, Interview in New York Times
Magazine, April 26, 1970, p. 102.

[218]Taba, op. cit., p. 54.

[219]Ibid., p. 55.

[220]Ibid., p. 63.

[221]Ibid., p. 67.

pierce to the reality of growing up,"[222] and furthermore they meet a conformist and impersonal administration which confirms their worst picture of the adult world.

Friedenberg believed that the current generational conflict is "very different indeed" from those that have occurred in the past.[223] Lerner sees the crucial factor about today's college students to be "their effort to make themselves part of what is happening around them." He sees undergraduates asking "What kind of personality can I shape, in what kind of possible society? . . . Do I dare make the journey into the interior which is the most dangerous journey of all?"[224]

Keniston noted the concern of youth about their ability to handle present day American society.

> I was shocked by the number of square, straight students—with conservative backgrounds and good old Republican-type parents—who casually mentioned that they think they could live happily in Canada or in Australia or in New Zealand.[225]

He also reported, "The number of able students who feel disaffected and estranged and unrelated to the American

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[222] Paul Goodman, The Community of Scholars (New York: Vintage Books, 1962), p. 275.

[223] Edgar Z. Friedenberg, "Current Patterns of General Conflict," Journal of Social Issues, Vol. XXV, No. 2 (1969), p. 21.

[224] Max Lerner, "The Revolutionary Frame of Our Time," in The College and the Student, ed. by Lawrence E. Dennis and Joseph F. Kauffman (Washington, D. C.: The American Council on Education, 1966), p. 18.

[225] Kenneth Keniston, Interview by Mary Harrington Hall, Psychology Today, November, 1969, p. 16.

social process has just zoomed upward in the past year."
Some of these students "are fraternity types."[226] Keniston
sees the college experience as a new stage in life which
postpones full adulthood for, although the students are
psychological adults, their college way of life keeps many
of them "sociological adolescents."[227] He referred to this
new developmental stage for college undergraduates as the
"post-adolescent stage,"[228] whereas Erikson referred to it
as the "young adult stage" and Heath named it "maturity."
Keniston, like Useem, used Boulding's term when he said,
"Today's youth is the first generation to grow up with
'modern' parents; it is the first 'post-modern' genera-
tion."[229] Keniston claimed that most of what is taught in
schools, colleges and universities is largely irrelevant
to life in "the last third of the twentieth century."[230]

Kerr stated that "the third great change affecting
the contemporary university is its thorough-going

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[226]Ibid.

[227]Ibid., p. 23.

[228]Kenneth Keniston, Young Radicals (New York:
Harcourt, Brace and World, Inc., 1968), p. 264.

[229]Kenneth Keniston, "Youth, Change and Violence,"
American Scholar, Spring, 1968, p. 228.

[230]Ibid., p. 236.

involvement in the nation's daily life."[231] Kelso found

that undergraduates "do not want to play those games:

(for grades) they want to grapple with life in the real

world, not to be insulated from it in the ivory tower."[232]

Flacks felt "the appearance of student movements in

advanced industrial societies really does signify that a

new social and cultural stage is in the process of forma-

tion."[233]

Gardner believes that college students "must be given

the opportunity to examine critically the shared purposes

of their society--a major element in continuity--and to

subject these purposes to the reappraisal that gives them

vitality and relevance."[234]

Mayhew admitted that college faculties "are conserva-

tive with respect to educational matters" but "the current

rate and direction of change within the larger society are

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[231]Clark Kerr, "The Frantic Race to Remain Contempo-
rary," in The College Student and His Culture, ed. by Kaoru
Yamamoto et al. (Boston: Houghton Mifflin Co., 1968), p.
20.

[232]Dennis Kelso, "Undergraduate Response," Phi Kappa
Phi Journal, Vol. XLIX, No. 3 (Summer, 1969), p. 19.

[233]Richard Flacks, "Social and Cultural Meanings of
Student Revolt: Some Informal Comparative Observations,"
Social Problems, Vol. 17, No. 3 (Winter, 1970), p. 356.

[234]John W. Gardner, Self-Renewal: The Individual
and the Innovative Society (New York: Harper and Row,
1963), p. 22.

of such magnitude that the perpetuation of the under-

graduate status quo does not really seem to be a viable

option."[235]

McLuhan observed the new requirements set upon youth

by its technological environment: "Our new environment

compels commitment and participation. We have become

irrevocably involved with, and responsible for, each

other."[236] He claimed that education poses special prob-

lems for the young because it builds serially block-by-

block in a linear, logical pattern,[237] but that is not how

the technological environment has an impact on people.

People receive instant communication through the media[238]

and the student seeks to apply this type of experience to

education by seeking total involvement. He seeks a role

and not a series of goals, "they do not want fragmented

specialized goals or jobs."[239] He suggested that many

people feel their identity is threatened by the total

involvement which television demands of its viewers.[240]

[235]Lewis B. Mayhew, "The Future Undergraduate Cur-
riculum," in Campus 1980, ed. by Alvin C. Eurich (New
York: Dell Publishing Co., Inc., 1968), p. 202.

[236]Marshall McLuhan and Quentin Fiore, The Medium is
the Massage (New York: Bantam Books, 1967), p. 24.

[237]Ibid., p. 63.

[238]Ibid.

[239]Ibid., p. 100.

[240]Ibid., p. 125.

In fact the whole process of defining one's identity takes on a different scale according to McLuhan. "The environment that man creates becomes his medium for defining his role in it."[241]

Student teachers may develop a number of concerns in seeking to adapt the subject matter of their college methodology courses to high school students absorbed by McLuhan's concept of an environmental media. In fact, the teacher's task may come to be that of giving pupils some share in the forming of their own identity.

Mead also dealt with the environmental gap between young and old and the way in which totally new social situations bring new experiences to today's youth. She posited a new "prefigurative" type of culture in which young people can say to their elders, "You have never been young in the world I am young in, and you never can be."[242] This is the world that all pioneers have to live within. Mead said that, in a sense, those born before the Second World War are pioneers in modern America. Mead posited three types of cultures:

1. The postfigurative culture in which children learn the skills of life from their forebears,[243]

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[241]Ibid., p. 157.

[242]Mead, op. cit., p. 63.

[243]Ibid., p. 1.

2. The configurative culture in which both
    children and adults learn from their
    contemporaries but in which the elders still
    determine the limits,[244]

3. The prefigurative culture in which adults
    must learn from their children, for the young
    are at home in the new world.

The problem is, she pointed out, that although the young
have many insights, they do not know what must be done,[245]
and the communication break between young and old is pre-
venting a common attack on social problems.[246] In educa-
tional terms "most children are unable to learn from
parents and elders they will never resemble."[247]

The suggesting is made. "We must, in fact, teach
ourselves how to alter adult behavior so that we can give
up post-figurative upbringing, with its tolerated config-
urative components, and discover prefigurative ways of
teaching and learning that will keep the future open."

"New" Concerns for "New" Teachers

Where a student teacher found himself facing high
school pupils in McLuhan's or Mead's new social patterns

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[244]Ibid., p. 32

[245]Ibid., p. 74.

[246]Ibid., p. 76.

[247]Ibid., p. 84.

[248]Ibid., p. 92.

and where he was aware of some of the learning problems, he would likely develop major concerns about how to teach the pupils unless his supervising teacher, college coordinator or school administrators favored a 'new approach.' Such a problem may already be upon teacher education and the schools.

Beck et al.[249] claimed that teachers must be very aware of societal concerns. They list ten areas of major and relevant concern to school teaching:

1. Increasing impersonalization and bureaucratization of both schools and society

2. The remaining inequalities of educational and economic opportunity

3. A lack of commitment on the part of old and young alike

4. A disregard for law and tradition with no substitute offered or sought

5. The 'lowering' of art forms, standards and other culture-marks to an insipid 'common denominator'

6. The pressures on both school and society from extremist political groups seeking imposition of certain goals not currently deemed desirable or 'first priority' by educators

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[249]Carlton E. Beck, Normand R. Bernier, James B. Macdonald, Thomas W. Walton and Jack C. Willers, Education for Relevance (Boston: Houghton, Mifflin Company, 1968), p. 242.

7. Growing racial tensions and prejudicial
    actions

8. Persistent international strife

9. The outdistancing of moral and ethical
    developments by scientific development

10. Revolts against the 'old' morality with no
    viable substitutes offered.[250]

Beck et al. conclude

> It is our belief that to recognize the social
> problems in the relationships between the school
> and society is half the battle. The other is to
> know oneself well enough to serve where and when
> one can to combat the social ills that one sees.[251]

Muro and Denton noted that student teachers are not

unaware of social problems at local, national and inter-

national levels. "It would seem that a knowledge of such

concerns would provide valuable data to the education

professor in his work with the future classroom leaders."[252]

Taba underlined the need for change and the role of

the teacher in ensuring it. "In a rapidly changing society

one task of curriculum makers and teachers alike is to keep

interpretations of society attuned to the 'becoming' social

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[250]Ibid., p. 242.

[251]Ibid., p. 248.

[252]James J. Muro and Gordon M. Denton, "Expressed
Concerns of Teacher Education Students in Counseling
Groups," Journal of Teacher Education, Vol. XIX, No. 4
(Winter, 1968), p. 469.

realities."[253] Inherent in this question of whether teachers can foster change, is a very basic social question, "Is it possible to meet the threat to democracy implicit in technology, preserve political liberty, and extend the benefits of democracy to all?" Taba saw this as part of the duty of education.[254]

Jacobs reported that professional courses he surveyed in five teacher education institutions moved students toward more liberal points of view about change whereas the student teaching semester moved them the opposite way toward more rigid and formalized attitudes of authority.[255] These conclusions were the result of administering the Valenti-Nelson Survey of Teaching Practices to 1,000 students to evaluate their attitudes about the role of teachers. Jacobs suggested that either the professional courses are unrealistic or the student teaching experience conflicts with previous learnings. "It is possible that the changes in the student teaching semester might be the prospective teachers' reactions to bureaucratic organization; this might be called "bureaucratic shock."[256]

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[253]Hilda Taba, Curriculum Development: Theory and Practice (New York: Harcourt, Brace and World, Inc., 1962), p. 67.

[254]Ibid., p. 39.

[255]Elmer B. Jacobs, "Attitude Change in Teacher Education: An Inquiry into the Role of Attitudes in Changing Teacher Behavior," Journal of Teacher Education, Vol. XIX, No. 4 (Winter, 1968), p. 410.

[256]Ibid., p. 414.

The major difficulty may lie with the teachers
already in the school systems for they may not feel that
it is the task of a teacher to consider the desirability
of change. Cope reports of teachers in England: "Teachers
as a profession have not yet resolved how far they are
conservers of social, cultural and ethical values as in
the past, how far they are agents for adaptability and
change."[257] Urick and Frymier have doubts about American
teachers in their desire to foster change.

> Is it possible that persons who possess personality
> characteristics which lead to resistance to change
> are attracted to careers in education, or is it
> possible that such characteristics may arise out
> of the experiences which the teachers encounter
> in the profession?[258]

Sorenson may suggest an answer when he said, "Teachers
are trained to fit into the existing system, not to accept
responsibility for examining and improving that system."[259]
Some student teachers, often bright ones, feel that they
are being pressured to perform in ways they personally
disapprove of, but they do not dare to contest with their
supervising teacher for fear of reducing their grade at
the end.

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[257]Edith Cope, "Discussions with College and School
Staff on the Subject of 'School Practice'" (mimeographed
draft to be published in Education for Teaching, p. 7).

[258]Ronald Urick and Jack R. Frymier, "Personalities,
Teachers and Curriculum Change," Educational Leadership,
November, 1963, pp. 107-111.

[259]Garth Sorenson, "Suggestions for an Improved
Curriculum in Teacher Education," Journal of Teacher Educa-
tion, Vol. XVII, No. 3 (Fall, 1966), pp. 324-328.

The student teaching experience is an in-depth one in which the whole person of the student teacher is faced with a challenge or a threat. Whether the experience is seen as positive and challenging, or negative and threatening, may depend upon the particular placement situation in which the student teacher finds himself. Or it may depend on the personal level of maturity or adequacy to which the student teacher had attained before embarking on the experience. The difference between challenge and threat may reflect what has been termed a "readiness to teach."

Evidence has been presented in this chapter to suggest that a teacher education curriculum could contribute to the developing of more adequate and mature student teachers. More adequate student teachers should be more able to cope with a situation in which they feel change should be brought about. They are likely to see such a situation as a challenge rather than as a personal threat. The data to be collected for this study may give some indications of the way in which student teachers regard the school and social situation into which they feel they must move.

The effort to prepare more adequate and mature student teachers may sound like a new venture in some ways yet Axelrod did not think that the development of such characteristics among college undergraduates was such a new venture.

When we say that the development of students as individuals, and not the accumulation of knowledge, is the primary aim of education, we believe that we are restating in contemporary terms the philosophy of democratic and humanistic education that is characteristic of Western civilization.[260]

If this be so, the concerns of student teachers may be seen as reconsiderations, in a new social setting, of the concerns that have always been a proper element in the process that passes from teacher to student and back again.

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[260]Axelrod et al., op. cit., p. 8.

CHAPTER III

METHODOLOGY

Overview of Chapter III

This chapter explains the design of the study, the
data collection procedures and the plan for analysis of
data. The design of the study was determined by the
guide to research methods in social relations compiled by
Jahoda, Deutsch and Cook.[1]

Design of the Study

Population Studied

The population selected for this study consisted of
all secondary student teachers in six selected teaching
centers of the Michigan State University teacher education
program. These students did their student teaching during
Spring Term, 1970. The six urban and suburban teaching
centers with the largest allocation of secondary student
teachers for Spring Term, 1970, were selected from the
total list of teaching centers used by Michigan State
University for its student teaching program. The teaching

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[1]Marie Jahoda, Morton Deutsch and Stuart W. Cook,
Research Methods in Social Relations, Part I and Part II
(New York: The Dryden Press, 1951).

centers and the secondary student teachers allocated to them are shown in Table 3.1.

TABLE 3.1--Secondary Student Teacher Allocations to Teaching Centers, Spring Term, 1970.[a]

*Lansing Local Area	63	Jackson	25
*Flint	56	Pontiac	22
*Detroit	42	Walled Lake	17
*Lansing Suburban	40	Battle Creek	16
*Livonia	30	Birmingham	16
Grand Rapids	30	Benton Harbor-St. Joseph	16
Saginaw-Bay City	28	Niles	15
*Macomb	26	Port Huron	0

*Selected centers

[a]Figures are taken from Personal Record Cards at the Campus Student Teaching Office.

It will be noted that more secondary student teachers were allocated to the Grand Rapids and Saginaw-Bay City Centers than to Macomb Center. The two former Centers were not included among those selected, as student teachers were placed in a number of rural schools in those Centers and it was deemed desirable to restrict this study to urban and suburban schools. It seemed possible that the inclusion of rural schools might introduce to the study a number of additional variables which would be difficult to predict. The distribution of the population according to demographic groups is listed in Appendix D.

A sample was not chosen from within the population of the six selected centers as it was considered likely that attrition during the term could render a sample numerically inadequate for the purposes of this study. Attendances at seminars in the last two weeks of the term were expected to drop as student teachers scheduled interviews for jobs. There were 317 questionnaires sent to the teaching centers for the first administration and 262 were returned; 287 questionnaires were sent to the teaching centers for the second administration and 178 were returned. Table 3.2 shows the details for the distribution and return of the questionnaires.

TABLE 3.2--Distribution and Return of Questionnaires.

First Administration		Second Administration	
Questionnaires sent out	317	Questionnaires sent out	287
Questionnaires returned	262	Questionnaires returned	178
Unused	55	Unused	109

Summary of Two Administrations

Responses to Questionnaire 1	262
Responses to Questionnaire 2	178
Difference	84

Discarded Responses

Unmatched responses	15
No returns on second Questionnaire	84
Discarded	99

Summary of Responses

Responses returned to first Questionnaire	262
Discarded responses	99
Paired responses used in study	163

The total number of paired responses used in this study was 163. That is, 326 papers on the two administrations combined. This number of paired responses was considered adequate for the study.

Development of the Questionnaire

Two questionnaires were constructed. Questionnaire 1 was administered during the first week of the student teaching term. Questionnaire 2 was administered to the same respondents during the ninth week of the same term. Each questionnaire comprised two sections.[2] In each case, Section 1 collected demographic data and Section 2 consisted of an identical free response question.

Section 1 of each questionnaire was developed to gather demographic data for this study. The data was used to assist in the interpretation of responses to Section 2 of the questionnaire. The data sought was of three types:

1. Details of school placement. (Questions 1 through 6 of Questionnaire 1 and questions 1 through 3 of Questionnaire 2.)

2. Information about previous teaching experience. (Questions 7 through 10 of Questionnaire 1.)

3. Personal information about accommodation and commuting during the student teaching term. (Questions 11 through 14 of Questionnaire 1 and questions 7 and 8 of Questionnaire 2.)

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[2]Questionnaire 1 and Questionnaire 2 are to be found in Appendix A.

Several questions were repeated in Questionnaire 2.
Questions on sex, marital status, grade level taught and
subject taught were repeated to assist in pairing papers
that did not carry a clear identification. The question
about commuting was repeated as Questionnaire 1 did not
make clear whether respondents were to consider "commuting
daily" as a one-way or a round trip.

The free response question which comprised Section
2 of each questionnaire was developed by Fuller and Case.[3]
The authors reported that the free response question, and
a code they developed and tested for scoring the responses,
had been helpful in their counseling work. Both authors
work in the Research and Development Center for Teacher
Education at the University of Texas at Austin. Although
this study is not oriented specifically toward counseling,
the frank expression of concerns and the classification
of concerns that the code results in, were considered
appropriate to the design. The question allows the type
of unstructured response which was thought essential to
the purpose of this study. The personal perceptions of
student teachers could have been modified had the question
been directive.

Pilot Administration of the Questionnaire

Drafts of both questionnaires were administered to
two groups of student teachers at their weekly seminars in

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[3]See Appendix A.

the Jackson Teaching Center during Winter Term, 1970. Each

group consisted of twelve student teachers. The results

were examined and a discussion was held with the respondents.

This examination resulted in a number of changes being

made to clarify the phraseology and to rearrange the order

of some of the questions. A consultation was held with

the group leader who administered the questionnaires to

one of the groups. The writer administered the question-

naires to the second group to gain knowledge of possible

administration problems.

Data Collection Procedures

Administration of the Questionnaires

Questionnaire 1 was distributed to teaching centers

in time for seminars held during the first week of Spring

Term, 1970. Questionnaire 2 was distributed to teaching

centers in time for seminars held during the ninth week of

the ten week term. Instructions for administration of the

questionnaires were sent with the questionnaires to each

teaching center.

The Center Directors[4] were asked to assign question-

naires to each group that met for a weekly seminar. An

instruction sheet was sent to the group leader of each

seminar.

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[4]Center Director refers to the full-time member of
the Michigan State University Faculty, with professorial
rank, who is in charge of a Teaching Center.

At the seminars the following procedures were used:

1. Group leaders distributed the questionnaires.

2. Wherever necessary, group leaders assisted
    respondents to answer questions about placement
    in schools.

3. The free response question was then timed at
    ten minutes by the group leader.

4. Respondents sealed their completed questionnaire
    in provided envelopes.

5. Respondents placed a code of their own devising
    in the top left corner of the envelope.

6. Group leaders returned the questionnaires to
    the Center Director to be forwarded to the Student
    Teaching Office at the Michigan State University
    Campus.[5]

There they were retained in their groups and two
copies of each free response were made. The individual code
from each envelope was transferred to the corresponding free
response and also to another blank envelope. This envelope
with the code marked on it, was returned to the teaching
center along with the second questionnaire and instructions
for administration.

The mode of administration of Questionniare 2 was
the same as for Questionniare 1. Two copies of the free
response to Questionnaire 2 were also made. Both were sent
to the coders for scoring.

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[5]Hereafter referred to as Campus.

Coding of Questionnaire Responses

The coding of the free responses was carried out by two teams of two coders each. The free responses were divided so that half the papers from each teaching center were given to one team. The other half of the responses for that teaching center was given to the second team of coders. The two coders in each team received identical papers.

Free responses were scored by an adaptation of the code designed by Fuller and Case to apply to the question used in this study.[6] An adaptation to the code was made to include an extra category for coding personal concerns. In the original code, personal concerns, together with vaguely stated concerns, were scored 0. As the purpose of this study was to examine personal as well as social and professional concerns, it became important to have personal concerns distinguished by the coders. Vaguely stated concerns were left in a category of their own with a score of 0.

The addition of a personal concerns category with a score of 1 converted the original code from a seven category scale to one with eight categories. The original code had a range of scores from 0 to 6. By adding the personal concerns category at the second level, the remainder of the code scores (1 through 6) were raised by one point each. The amended code, therefore, had a score range from 0 to 7.

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[6]See Appendix B.

Selection and Training of Coders

Student Record Cards in the Student Teaching Office
at Michigan State University showed that the age range in
the teacher education program was concentrated in the nine-
teen to twenty-three year old range and that the proportion
of student teachers in each group after twenty-three declined
rapidly. The coders used in this study were selected,
therefore, within the age range of twenty to twenty-four
years.

The coders also met the other requirements suggested
by Jahoda et al. in that they were intelligent people,
motivated toward the topic being coded and had a general
understanding of the field of inquiry. Finally, they were
able to make decisions.[7] All the coders had been rated
highly successful as student teachers as evidenced by
recommendations from their supervising teachers and college
coordinators. Two coders were classroom teachers who had
been teaching for more than two years but for less than
four years; both had completed their student teaching within
the five years prior to coding the responses. Two coders
graduated in Spring Term, 1970 and had completed their
student teaching within three terms prior to coding the
responses.

The same four coders were used to code the free
responses from each questionniare. They were divided into

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[7]Jahoda, Deutsch and Cook, op. cit., Part I, p. 274.

two teams.   Each team comprised a recently graduated student
teacher and a classroom teacher.

Inter-Coder Agreement

A training session was held to explain and illustrate
the codes.   Each coder was given a full list of the instruc-
tions as well as examples from sample responses provided
by the authors of the code.   After general discussion about
the codes, six identical responses were coded by each coder
independently.   The scores were compared and discussed.

Immediately before coding the responses to Question-
naire 1, the four coders marked five identical test papers.
Similarly, they marked five identical test papers before
coding the responses to Questionnaire 2.   In each case the
papers were randomly selected from the total responses
for that administration.   All the test papers were also
marked by the Adjudicator.   The Adjudicator was the writer
of this study.   Results for each test marking are given in
Table 3.3.

The difference revealed by the minus sign was disre-
garded for it does not indicate a numerical difference.
The minus sign indicates that, although the number preceding
it reveals the level of the majority of reported concerns,
there were a number of statements (or perhaps just one) of a
lower level than the majority reported by that individual.

In the first administration, the only numerical
difference to be resolved was the score given by Coder 3 on

TABLE 3.3--Inter-Coder Agreement.

	Coder 1	Coder 2	Coder 3	Coder 4	Adjudi- cator
Administration 1					
Paper 1	3	3	3-	3	3
Paper 2	2	2-	1	2-	3
Paper 3	2	2	2	2-	2
Paper 4	3-	3-	3-	3-	2
Paper 5	2	2	2	2-	2
Administration 2					
Paper 1	5	6	6-	6-	6-
Paper 2	1	1	1	1	1
Paper 3	1	1	1	1	1
Paper 4	1	1	2	1	1
Paper 5	7	1	6-	7	7

Paper 2. The Adjudicator and Coder 3 discussed the reasons for coding with the three other coders and agreed that the three other coders gave more acceptable reasons for their score of 2. Coder 3 therefore reclassified the paper with a score of 2.

In the second administration Coder 1 changed the score from 5 to 6 upon hearing the reasons given by the other coders for a score of 6. Similarly, Coder 3 changed the score for Paper 4 to 1. Paper 5 created more problems, for Coder 2 thought the statement indicated a personal rather than a professional reason for desiring change. This coder was a classroom teacher. Considerable discussion arose about the criterion for making a decision on whether state- ments were personal or professional in the concern represented. The coding directions did not give specific help or direction

in this, for outspoken student criticism of the school
system and society has developed relatively recently on
some campuses and perhaps not at all on others. No illus-
tration of the type of social criticism met in the responses
of a few to Questionnaire 2 appear in the guide for coding.
The writer gave a ruling which seemed to follow the inten-
tion of the authors of the code and which established a
common pattern for the marking of such responses. The
type of response referred to did not occur in the responses
to Questionnaire 1. The basis of the Adjudicator's ruling
was as follows.

Where a response was critical of the school system,
the coder needed to estimate whether the statement showed
a professional concern to help the pupils, or if it
indicated an inability of the student teacher to adapt into
that school system. To aid the coders, it was suggested
they could ask themselves the following questions when
determining whether to award a 0, 1 or 7 to the response:

1. Was the statement so vague as to earn a 0?

2. Was the statement a revelation of a student
   teacher's inability to adapt to a new situation
   and therefore a purely personal concern, to be
   awarded a 1?

3. Was the statement a professional concern to
   improve educational offerings to pupils and
   therefore to be coded as 7?

This ruling enabled Coder 2 to change her score for Paper 5 to a 7. The coding was completed with little further difficulty. Only three further cases arose and each time a short conference between two coders and the Adjudicator produced a unanimous score.

All codings were checked by the Adjudicator and any difference between coders was discussed with them. Adjustments were made in all cases by the coders. As a result, the same overall score was given to each response by both Coders in a team. Some scores carried the minus sign but this difference in coding was ignored for the statistical calculations were made on the basis of the numeral and not the sign.

Plan for the Analysis of Data

The analysis of data examined the reported concerns and analyzed the rating scores awarded by the coders to each response. An analysis of covariance was used to explore whether the changes in types of reported concerns showed differing patterns between the groups tested. The characteristics of adequate persons and of effective teachers set out in the review of literature were applied as criteria to the reported concerns to complete the analysis.

The classification used in the examination of reported concerns was based on the scores awarded to responses by use of the Fuller-Case Concerns Code. The general overview of classifications based upon those scores is

given in Table 3.4. This classification allowed an examination of the types of concerns to consider which of them revealed personal, social and professional perceptions of the student teaching situation.

The rating scores awarded by the coders were also used to carry out an analysis of covariance. The scores for the responses to the first questionnaire were used as the covariable.[8] The analysis was used to explore whether the changes in types of reported concerns showed differing patterns between the groups tested. The changes in types of concern were based upon the changes in rating scores awarded to each respondent in the two questionnaires.

TABLE 3.4--Concerns Classified by Scores on the Fuller Case Concerns Code.

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0 Vague statements

1 Personal rather than teaching

2 Orientation in a new teaching situation

3 Classroom control

4 Relationship with pupils, feelings of individual pupils

5 Pupils' cognitive gain

6 Pupils' interest in learning, growth in attitudes, values

7 Professional development, improvement of educational
     provision

Comparison of Groups

A comparison of groups was made using an analysis of covariance. The scores for the responses to the first

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[8]The program used was developed by Jeremy Finn of the State University of New York at Buffalo.

questionnaire were used as the covariable. This section

of the analysis sought to determine whether a significant

difference existed between the selected groups, on the

basis of a change in score between the first and second

administrations of the questionnaire.

The demographic groups used as the bases for these

comparisons were obtained from Section 1 of each question-

naire. The groups were:

1. sex
2. marital status
3. college year status
4. school level taught
5. seminar groups
6. placement--cluster or traditional
7. number of students assigned to school
8. subjects taught
9. commuting more than 40 miles daily
10. previous teaching experience

Demographic data was punched onto data cards. The

Fuller-Case Code scores for the responses to the first and

second questionnaire were also punched on the data cards.

The 3600 computer was used to calculate the change in

score from Questionnaire 1 to Questionnaire 2. A comparison

of the differences between demographic groups was made on

the changes of score. The level of significance chosen

for this study was the .05 level. This level indicates

that the observed differences between groups is likely

to occur by chance in only five out of every 100 cases.

Or, to state it differently, the investigator may be 95

per cent confident that the grouping effect does make

a difference in the change of score.

No hypotheses were tested because this study was designed as an exploratory one.

Where the analysis of covariance indicated a difference between the groups at the level of significance chosen for this study, a post-hoc analysis of the statistics was made. In the post-hoc analysis the least square estimates, adjusted for covariates, were calculated with the associated standard errors of these estimates. This calculation established the bounds of the differences of the means for the groups being compared. When 0 lies to the right or left of the bounds, this implies that there is a difference in the change in score of the groups being compared. Furthermore, this difference is due to something other than chance. In this calculation, the item which showed the greater change could be detected by whether the resultant figure carried a positive or a negative connotation. A positive connotation indicated that the first item was the higher in score and therefore the group with the higher gain. A negative connotation indicated that the second item had the higher score and therefore the higher gain.

The post-hoc analysis therefore allowed recognition of the specific group which had shown the positive difference in gain of score.

The Characteristics of an Adequate
Person and Effective Teacher

The review of literature sets out a number of charac-
teristics of adequate persons and of effective teachers.
These characteristics were used as criteria and applied to
the reported concerns. Examples of concerns reported by
the student teachers are quoted to indicate their correspond-
ence to the characteristics. A discussion of adequacy
in student teachers is entered into as an indicator of
whether or not the respondent has the immediate potential
to become an effective teacher.

Summary of the Chapter

In this chapter the design, data collection procedures
and plan for analysis of data have been described.

The study used a free response questionnaire to gather
concerns of secondary student teachers reported during the
first week and again during the ninth week of a ten week
student teaching term.

The classification resulting from the rating of
responses by the Fuller Case Concerns Code was used to
assist examination of the reported concerns. The types of
concerns reported in each of the first and ninth weeks were
examined.

An analysis of covariance was used to explore whether
the changes in reported concerns showed differing patterns
between the groups tested.

The characteristics of adequate persons and effective teachers were applied to the reported concerns. These characteristics were used as criteria to facilitate discussion of whether or not the concerns indicated that the respondent had the immediate potential to become an effective teacher.

CHAPTER IV

ANALYSIS OF DATA

This chapter analyzes the data gathered. It examines the concerns reported by 163 student teachers during their student teaching. All were teaching at the secondary level and responded to a questionnaire during the first week and again during the ninth week of a ten week term. A team of four coders rated the responses according to an adaptation of the Fuller Case Concerns Code as described in Chapter III. Table 4.1 sets out the ratings of student responses as they were scored by the coders.

First Week

Table 4.1 shows that during the first week the concentration of respondents was at the lower ratings. A total of 121 student teachers, representing approximately three-quarters of the population, received a rating of three or less. This indicated some preoccupation with the personal concerns likely to be encountered in the first week in a new school situation. Sixty-two per cent were rated at the score of 2 alone, a category which denotes concern with making personal adjustments to a school. However, approximately one-fifth of the group were included in the three

TABLE 4.1--Ratings of Student Teacher Responses--First Week and Ninth Week of Student Teaching.

Ratings Awarded by Coders	First Week		Ninth Week	
	Number of Student Teachers	% of Student Teachers	Number of Student Teachers	% of Student Teachers
0 Vague concerns	5	3	5	3
1 Personal concerns	6	4	16	10
2 Orientation to new school	102	62	50	31
3 Classroom control	8	5	10	6
4 Ability to relate to pupils	11	7	12	7
5 Pupil cognitive gain	23	14	28	17
6 Overall pupil growth and value formation	6	4	38	23
7 Concern to improve educational offerings	2	1	4	3
	163	100	163	100

top categories of the code. These levels denote concerns
that focus on the development of pupils. In the case of
eight student teachers a rating of six or seven was awarded.
According to the code this signifies a concern about the
pupils as persons and about the fostering of their affec-
tive as well as their cognitive growth.

Ninth Week

More than 40 per cent of the respondents had moved
into the three top categories by the ninth week of the stu-
dent teaching term and expressed concerns about pupil
learning or growth. The 28 student teachers rated at level
five were concerned that their pupils should grow cognitively
as a result of their teaching. More than one-quarter of
the population studied scored 6 or 7 and expressed concern
about the total growth and development of the pupils. This
group of 26 per cent at the two higher categories is in
contrast to the 5 per cent who appeared in this category in
the first week. These student teachers expressed the types
of concerns that could be expected of a regular teacher
with a professional orientation toward pupils.

Despite the considerable gain on the part of some
student teachers, there was a group which did not raise its
score. Fifty respondents, or 31 per cent, continued to
score at level two. This was exactly half of the percentage
that scored two during the first week. Thus there was a
substantial group of student teachers whose concern in the

ninth week was still predominantly that of adapting to a new
school situation. The number of respondents with a predomin-
ance of personal concerns (level 1) had increased by six per
cent. Of the 16 respondents with this rating, 11 were men.
Ten of the 16 with a score of 1 lowered their score from 2
in the first week. Three had received the identical score
of 1 in the first week as well as in the ninth week and one
respondent raised his score from 0. Two of the respondents
who moved drastically from scores of 5 and 4 to a score of
1 were teaching in the same situation. In fact, of the 16
respondents with a score of 1 in the ninth week, five were
teaching in the same situation, including the two who moved
drastically. Their placement was in a cluster with more
than nine student teachers in the one school.

In the ninth week, 13 per cent of the total population
were rated in categories three and four and were concerned
about controlling the pupils or being accepted by them.
These categories separated a group of respondents with lower
ratings, totaling 44 per cent, from a group with higher
ratings which totaled 43 per cent. The distribution was
bi-modal in character and this implies two different
reactions of student teachers. One reaction produced a
movement to higher scores, the second caused a number of
respondents to remain at two and others to move even lower.
In other words, one group appeared to develop concerns about
pupils and moved to levels 5, 6, or 7. The other group

consisted of respondents who either failed to develop a majority of concerns about pupil growth, or supplanted such concerns expressed in the first week with more personally oriented concerns in the ninth week. An examination of the scores in week one and week nine shows that of the 50 respondents who were rated 2 in week nine, 36 had remained at that level since the first week. Eleven had dropped to score 2 from higher scores with five dropping from level 5 in week one. No respondent dropped from level 6 or 7 to a score of 2.

One of the two respondents who was rated 7 in the first week dropped to a rating of five in the ninth week; the other who scored 7, retained his score of seven in the ninth week. Of the four respondents who scored 7 in the ninth week, two were women and two were men. Both of the women scored 2 in the first week. One man had moved up from a score of 1 and the other had retained an original score of 7.

A comparison of the proportion of student teachers who moved positively, those who moved negatively and of those who did not move at all during the nine weeks is interesting. Approximately one in every two student teachers moved positively during that time. Approximately one in five moved negatively in the same period, and approximately one in three showed no change in score. Table 4.2 shows the figures from which these statements were taken.

TABLE 4.2--Amount of Movement of Student Teachers Between
First Week and Ninth Week.

Movement	Number of Student Teachers	Per Cent of Student Teachers Making Positive or Negative Movement or No Movement
Positive		
Gain of 1 point	19	
Gain of 2 points	16	
Gain of 3 points	21	
Gain of 4 points	17	
Gain of 5 points	3	
Gain of 6 points	2	
Total for Positive	78	48
No change in score	50	31
Negative		
Loss of 1 point	17	
Loss of 2 points	10	
Loss of 3 points	7	
Loss of 4 points	1	
Total for Negative	35	21
Total Movement	163	100

The next portion of the analysis discusses these movements in score in the light of the demographic groups in which the greatest gains in score were made.

Changes in Concerns According to Demographic Groups

The ratings awarded by the coders were used to further examine the changes in types of concern that occurred between the first and the ninth week of student teaching. These

changes were examined by classifying responses into groups of demographic variables derived from the demographic information gathered in the questionnaires.

An analysis of covariance was used. The level of significance selected was at the .05 level of significance. The demographic variables investigated were:

Sex,

Marital status,

College status,

Living accommodations,

Commuting,

Previous teaching experience,

Level of school taught,

Type of placement, and

Subjects taught.

No significant difference was found in the changes in score in five of the nine demographic variables tested. Those which showed no significant difference at the .05 level of significance were marital status, college status, commuting, level of school taught, and subjects taught.

Differences at the .05 level of significance were found in the following groups: sex, living accommodations, previous teaching experience, and type of placement. Table 4.3 shows the demographic groups which showed differences significant at the .05 level of significance.

TABLE 4.3--Analysis of Significant Demographic Variables.

Demographic Variable	Least squares estimate	Standard error for L.S.E.	Bounds for confidence level	Computed p-level
Sex				
female v. male	0.822481	0.297725	0.26 to 1.38	0.0065
Accommodation				
parents v. spouse	0.814216	0.331745	0.17 to 1.45	0.0351
Previous Experience				
participation experience v. none	-1.051708	0.332226	-0.41 to -1.69	0.0077
Placement				
traditional v. cluster	0.766702	0.321808	0.14 to 1.38	0.0184
No. in School				
fewer than four v. nine plus	1.522445	0.579667	0.41 to 2.63	0.0267
fewer than four v. seven-nine	0.716970	0.358157	0.03 to 1.39	0.0267

In the following discussion of reported concerns the percentages quoted are taken from tables that are to be found in Appendix E.

<u>Sex</u>

The 103 women were shown to have made significantly higher gains than the 61 men in this study. Both the women and the men respondents were concentrated at a score of 2 in the first week. Sixty-two per cent of the women and 67 per cent of the men were at that level. Of the women, 48 per cent had moved to scores of 5, 6, or 7 by week nine. Only 33 per cent of the men had made this change. That is to say, nearly one-half of the women as opposed to one-third of the men reached the three top levels near the end of student teaching. Furthermore, 27 per cent of the women reached a score of 6, a score which significes a concern for the total development of the pupil. In contrast to this group of women with such high level concerns, 17 per cent of the men were found at that level. Therefore, there was a considerably greater movement of women to higher scores during the nine weeks under study. The negative movement of a group of men sharpened the contrast for in the ninth week 27 per cent of the men had moved down to scores of 1 or 0. Only 5 per cent of the women had made this downward movement. This increase in lower scores was most interesting at level 1, that for personal concerns. Twenty per cent of the men reported that personal concerns were uppermost in

their minds in the ninth week contrasting sharply with the 4 per cent of women who scored at that level.

The difference between the men and women in gain of score revealed by the analysis of covariance to be at the .05 level of significance can be detected from the movements discussed above. The women showed greater movement to the two top levels of the code than did the men. In addition, a larger group of men moved from their original score of two down to the two bottom levels in the code.

Living Accommodations

An analysis of covariance revealed that student teachers who lived with their parents showed a difference at the .05 level of significance from those who lived with their spouse.

There was no difference revealed when respondents living alone were compared with a combination of those living with spouse, parents, or friends.

Respondents living with their spouse were almost equally divided between married men and married women. Respondents living alone were also divided almost equally, and of those living with friends seven were women and two were men. Of the 55 single women in the study, 76 per cent lived with their parents during student teaching; only nine men lived with their parents during this time. It is not possible to tell the extent to which the sex of respondents influenced the difference demonstrated between those

living with their parents and those living with a spouse. However, it can be seen that no conclusion can be reached about the demographic variable of living accommodations during student teaching when 82 per cent of one of the groups is composed of females. Females have already been shown to have made greater positive changes in score than males and may, therefore, influence the finding about living accommodations.

Previous Teaching Experience

Groupings were made on the basis of previous teaching experience and the respondents fell into three categories. Thirty-eight of the respondents had previous teaching experience, 63 had been participants or observers in a teaching situation and 62 reported that they had not had any type of teaching experience.

Of the 38 respondents with previous teaching experience, considerably more than half the group, some 60 per cent, started at score 2. In this way, the group with experience was like the total population, for 62 per cent of the total population were rated two in the first week. Fifty-eight per cent of the group with no previous experience started at a rating of two. Sixty-nine per cent of the group with participation experience started at the same score.

The groups diverged from this point, however, despite their similar percentages at the level of 2 in week one. Ten per cent of the total population were rated at the score

of 1 in the ninth week. The group with previous experience
differed drastically from this with 21 per cent at the level
of vague or personal concerns. Those with no previous
teaching experience had very few respondents at the lower
levels with only three per cent at scores 1 and 0. Those
with participation experience in teaching were similar to
the total population for they contained 10 per cent of
their total at the two lowest score levels.

The divergence of the groups based upon experience is
demonstrated even more clearly by an examination of the
responses rated 2 in the first week. The group with previous
experience moved in two divergent directions. Twenty-six
per cent of the respondents who were rated 2 in the first
week moved to scores of 1 and 0. In other words, one-quarter
of the very same individuals with previous teaching experi-
ence who started at a score of 2 were rated at the two lowest
levels in the last week of student teaching. At the same
time as this substantial group moved downward, one-fifth
of the respondents who had been rated 2 in the first week
showed considerable gain. Twenty-two per cent gained four
points to reach a score of 6. This group within a period
of nine weeks developed from concerns about adjusting to
a new school situation to concerns about the all-round
development of their pupils. Thus it can be seen that the
group with previous teaching experience split into two
divergent movements. In the ninth week 26 per cent moved

to the two lowest scores and 22 per cent gained four points
to reach a score of 6. Thirty per cent of this group
remained at a score of 2.

The group with no previous teaching experience demon-
strated quite a different pattern of movement to that with
teaching experience. Although 58 per cent of this group
scored 2 in the first week, a mere 6 per cent from that
group dropped in score to levels of 1 or 0. Thus the
group with no previous teaching experience reflected few
for whom personal or vague matters became the major items
of concern.

The distinctive movement in the group with no experi-
ence was from a score of 2 in the first week to a score of
5 in the ninth week. A substantial 36 per cent of those
from the group who scored 2 in the first week moved to 5.
This level is one in which the student teacher is concerned
to insure the cognitive learning of the pupils. A movement
of three points represents a considerable advance in score
for those lacking previous experience. However, this was
not the only large gain by this group. Seventeen per cent
of those who scored 2 in the first week jumped 4 points
to attain a score of 6.

Thus the group with no previous experience contained
few respondents who scored 2 in the first week and then
received a lower rating in the ninth week. More than one-
third of the respondents in the group who scored 2 in the

first week moved to a score of 5. Another large group of 17 per cent moved beyond those who attained 5 to a score of 6. The losses were, therefore, small and the gains in score substantial. An analysis of covariance bore this out.

An analysis of covariance demonstrated that the gain in score in the group with no previous teaching experience was a marked one when compared with the group with participation experience. The difference between the two groups was at the .05 level of significance. No significant difference was demonstrated between the group with no experience and that with previous teaching experience. Nor was any significant difference found between the group with previous teaching experience and that with participation experience.

The participation group showed its own characteristic pattern. The high proportion of 69 per cent in the participation group scored 2 in the first week. This compared with the 60 per cent at this level in the group with previous experience and the 58 per cent at this level in the group with no experience.

Of the participation group respondents who scored 2 in the first week, some 14 per cent moved to levels 1 or 0. This was a larger percentage of reductions in score than occurred in the group with no experience. The latter group showed a movement of only six per cent in that direction. However, the participation group did not drop as large a

percentage of its members to lower levels as did the experienced group with 26 per cent.

The participation group showed a substantial movement toward scores 5 and 6 with 12 per cent at each level. As two members of this group moved to a score of 7, a total of 26 per cent were found at the three top levels. This is one-quarter of the group but suffers in contrast to the 53 per cent of the group with no experience to be found at the same scores. The group with previous teaching experience had only 22 per cent of its respondents at this score.

The participation group then, showed less positive gain in score than the group with no previous experience. The participation group retained 44 per cent of the original scorers of 2 at that same score in the ninth week. Fewer members of this group moved from a score of 2 to the top three levels of the code, than was the case with the group with no experience.

The difference in gain in score between the group with no experience and that with participation experience raises several questions. The definition of the term participation experience on page 9 indicated the variety of experiences reported and pointed out that no respondent reported participation in a professionally supervised teacher education course. The quality of the participation experience is therefore not known. There is no indication of whether the attitudes of student teachers with the varying types of participation

experience reported were more, or less, conducive to the development of professional teaching concerns. The scores suggest they may have been less conducive to the development of such concerns.

It might have been possible for the groups based on experience to have been weighted differently between men and women respondents. It has already been seen that such a weighting occurred in the living accommodations group where females predominated heavily in the group who lived with their parents. The three groups based upon previous experience were, therefore, examined to determine the proportion of men and women in each. The two groups that showed the significant difference revealed little difference in their balance of men and women. Sixty-eight per cent of the group with no previous experience were women and 65 per cent of the group with participation experience were women.

In summary, the group with no experience showed the greatest gains in score with a substantial movement of respondents from a score of 2 in the first week to levels 5 and 6 in the ninth week. The group with participation experience showed a less substantial movement from score 2 to scores 5 and 6 and also revealed more who moved to lower scores than in the group with no experience. The group with previous teaching experience showed the largest percentage who were rated lower in the ninth week than

they were in the first week. At the same time this group
had a one-fifth movement from score 2 to score 6.

Type of Placement

There are two aspects of the type of placement which
seem important to the consideration of student teacher con-
cerns in this study.

The number of students varied from fewer than four to
a school, to a maximum of 12 in one school. Forty per cent
of the respondents were placed fewer than four to a school,
25 per cent were placed with four to six respondents in a
school, 28 per cent were placed in groups of seven to nine
in a school, and 7 per cent were placed more than nine to
one school.

The second major factor in the type of placement
refers to the administrative organization of student
placements into clusters or the individual placement of
student teachers with supervising teachers. A cluster, as
described in Chapter I, is an administrative placement which
allows for a team teaching situation. The placement of
student teachers with individual supervising teachers is
referred to as traditional because it has been the customary
procedure in the past. Seventy-three per cent of the student
teachers in this study were placed traditionally. Twenty-
seven per cent were placed in clusters.

Analyses of covariance showed three significant group-
ings in the type of placement. Differences in gains of

score were shown at the .05 level of significance between placements of fewer than four student teachers in one school and more than nine student teachers in one school. The same level of significance was also found between placements of fewer than four student teachers to a school and placements of seven to nine in one school. In each case the students in the smaller group revealed the greater gains in score.

Analyses of covariance were carried out between several combinations of groups. The fewer than four group was compared with each of the other three groups and found to show significant differences with the groups of seven to nine in a school and of more than nine in a school. The largest group was also compared with each of the others but showed no significant difference, except with the smallest of the groups. Post-hoc analysis indicated that there were no other groups that showed significant differences within this demographic variable.

There was only one large group in which there were more than nine student teachers to one school and it was a cluster placement. There were six clusters included in this study and the remaining five fell into the category of seven to nine respondents placed in one school. There were two other schools with seven to nine student teachers allocated to them, but they were not cluster placements.

The groups of fewer than four student teachers to a school showed the largest gains of all within this demographic variable. An examination of all the respondents who gained

three or more points between the first and ninth week demon-
strated that 41 per cent of the respondents in the smallest
placement group showed such a gain in score. Fifteen per
cent of those in groups of four to six in a school gained
three or more points, 20 per cent of those in groups of
seven to nine did so and 11 per cent of those with more than
nine in a school scored such high gains. Therefore the per-
centage of respondents gaining three or more points in the
smallest groups was more than double that of the next highest
group of seven to nine in a school and for groups of four to
six in a school. The smallest group placements showed more
than three times the percentage of respondents with a gain
of three or more points compared to the largest placement
group of nine to one school.

As a result of these gains in score, a higher percentage
of the fewer than 4 in a school group reached higher levels in
the second questionnaire than did members of the other groups.
The professional interests in pupil growth and welfare desig-
nated by scores of 6 and 7 held 31 per cent of the smallest
placement groups' members. The other groups, in ascending
order of size showed 28 per cent, 19 per cent and 18 per cent
respectively. In other words, the two smallest groups each had
more than one-quarter of their respondents at the top two
scores while the two larger groups each had less than one-
fifth at those scores. In addition, the group with fewer
than four had the highest percentage at score 5, the score

which denotes concern for the cognitive learning of the
pupils. The percentages for each group at score 5, again
in ascending order of group placement size, were 28 per
cent, 13 per cent, 11 per cent, and 0 per cent.

It is clear that respondents in the two smaller groups
fared considerably better during student teaching insofar
as developing professional concerns about pupils are con-
cerned. They gained more in score and were substantially
better represented at the higher levels. The smallest
placement group of all, that with fewer than four student
teachers to a school, was distinctly better represented
at higher scores than that next in size, that is four to
six per school. The smallest group had 59 per cent of its
respondents at score 5, 6 or 7 by week nine and the four
to six group had 39 per cent of its members at the same
levels. This constituted a difference of 20 per cent.

Cluster and Traditional Placements

It has been mentioned that the largest group of
student teachers assigned to one school was in a cluster
placement. All cluster placements contained seven or more
student teachers. A comparison of the gains and losses
of the students placed in groups of seven to nine in a
school indicated that there is no large difference in the
cluster or traditional type of placement in this instance.

Table 4.4 shows that a higher percentage of the
respondents who were placed in a traditional situation

TABLE 4.4--Respondents Placed in Groups of Seven to Nine in One School to Compare Changes in Score Between Two Types of Placement (Figures shown are percentages of that grouping).

Type of Placement	Loss in score	No change in score	1 or 2 points gained	More than 3 points gained	Total %
Cluster	25	31	38	6	100
Traditional	31	35	15	19	100

tended to lose or fail to gain in score between the first and ninth week. They were also lower in percentage than the cluster placements in gains of 1 or 2 points. Traditionally placed respondents, however, contained a higher percentage who gained 3 or more points.

Thus traditional placements of seven to nine student teachers to one school did not show patterns that were very different from the cluster placements of seven to nine student teachers in a school. In general, the members in traditional groupings showed slightly more losses and fewer gains than did those in the cluster placements of the same size.

The scores of respondents in the one placement of more than nine student teachers in one school, which was also a cluster type of placement, make an interesting study. There were 12 respondents in this cluster but one member declined to answer the free response section of the second questionnaire, even though he filled out the first section. The results, therefore, are based on the responses of 11 student teachers. Table 4.5 lists these results with demographic details of the respondents.

Table 4.5 shows that the sexes were evenly distributed in this cluster and that all members, save one, were married. A slightly higher proportion of the respondents in this cluster had participation experience than is true for the whole group. It will be recalled that the

TABLE 4.5--Respondents in a Cluster Placement of More than Nine Student Teachers in One School. To Show Ratings Awarded in the First and Ninth Week of Student Teaching.

Respondent number	Sex*	Mari- tal*	Experi- ence*	Accommo- dation*	Rating Week 1	Rating Week 9	Gain or loss
1	f	ma	p	sp	2	6	4+
2	m	ma	y	sp	2	1	1-
3	f	ma	p	sp	2	2	0
4	f	ma	p	sp	2	2	0
5	m	ma	p	sp	2	1	1-
6	f	ma	n	sp	5	1	4
7	m	ma	y	sp	4	1	3-
8	m	ma	n	sp	5	4	1
9	f	ma	p	sp	2	7	5+
10	m	ma	p	sp	2	1	1-
11	f	s	n	pa	2	2	0

*m = male, f = female; ma = married, s = single; y = yes, n = no, p = participant; sp = spouse, pa = parent.

participation group showed significantly depressed gains in scores compared with those with no experience. The losses in score between week one and week nine are noticeable in Table 4.5 and only two respondents gained in score during that time. One of those who gained was a student teacher in Home Economics and the other was an Art teacher. Not a single male made any gain in score throughout the period.

The results show that in this example those student teachers placed in a large group did not, with two exceptions, develop professional concerns about teaching.

The Concerns of Student Teachers in 1970

The purpose of this study was to gather and examine the concerns of student teachers. The data have clarified the major types of concerns reported and have indicated changes in the types of concern reported between the first week and the ninth week of a student teaching term.

The use of the Fuller Case Concerns Code enabled classifications of types of concern to be made on a numerical basis. This classification clarified discussion and enabled analyses of covariance to be carried out.

Examples taken from responses are given in the following pages to illustrate the types of concerns that student teachers listed in the Spring Term of 1970.

In the first week of the term 62 per cent of the
concerns related to making adjustments to a new school
situation. The following examples were all taken from the
largest cluster placement, that with 12 student teachers
allocated.

> I am concerned with fitting my lessons in with
> those of my teachers in order to present not too
> great a break in continuity to my students.

> I am concerned now with thoughts on the Child
> Development Unit I will be beginning in three
> weeks.

> Dressing appropriately. Not making a fool out
> of myself. Standing up straight while teaching.

> Be able to get my objectives across. I won't look
> like a fool.

> Teacher-teacher relationships.

> Making the teaching situation relevant.

> Conflicts with parents or administration about
> material presented in my classes or attitudes
> expressed.

> Gain competence in my ability to communicate.

The data showed that in the ninth week the percent-
age reporting concerns about adjustment to a new school
situation had dropped by one-half to 31 per cent of the
respondents. The remaining respondents reported concerns
such as those listed above for the first week.

Concerns about the cognitive learning of pupils
was expressed by 14 per cent in the first week and by
17 per cent in the ninth week. The majority of these
statements referred to concerns about presentation of

lessons so that pupils would understand and learn. A
number reported concern about helping all the individuals
in a class and special mention was made of the "slow
learners" and those who "lacked motivation."

Professional concerns about the total affective
growth of the child as well as his cognitive growth
were reported by almost one-quarter of the student teachers
in the ninth week. The following concerns were extracted
from responses given by student teachers in one of the
cluster placements with seven to nine student teachers.

> I would like everyone to learn to get along
> with each other, not to take advantage of other
> people, not to make fun of less fortunate
> individuals.

> Changing attitudes--making kids more aware of
> the values which should govern their lives.

> Among these concerns there were still scattered
> personal ones such as the report:

> "Finding enough clothes to wear."

A number of the concerns reported in the ninth week
were critical of education and of schools. Some of the
criticisms were positive and showed concern for making
improvements to benefit the child. Other criticisms
appeared to be the complaints of those who had resent-
ments that were more personal than in the interests of
the pupils. Examples of a few of the more positive state-
ments follow:

> To see that our American Educational System
> becomes more individualized and personal in
> its approach to education.

> My concern is for the students whom the system
> has managed to segregate from the educational
> process. These alienated students have no
> desire to succeed, nor fear of failure or
> discipline.

Examples of some of the more critical and perhaps self-

oriented concerns follow:

> Tenure allows bad teachers to "educate" the
> students--these teachers make no new prep, use
> the same tests over and over, are lounge rats.

> I am concerned about the kids--not the structured,
> disciplined environment which was present through-
> out my student teaching.

> We student teachers have been exposed to non-
> creative staff whose main goal in teaching is to
> get through the day. I don't want to be like that.

The Review of Literature in Chapter II of this study

referred to a number of writers whose concern has been

the producing of effective teachers and of adequate

persons to become teachers. A frame of reference clearly

evolves from the writings of such people as Maslow, Aspy,

Rogers, David and Kuhn, Galinsky and Fast, White,

Chickering, Simon, Heath, Combs and Axelrod. Writings

of these scholars have been reviewed from pages 51 to

75 of this study.

The criteria that emerge from their writings suggest

a frame of reference based on the assumption that an

effective teacher must first be an adequate person. The

criteria for adequacy in a student teacher might then

be posited as an ability to see one self as able to

identify with a vocation. A vocation that consists of

helping others to learn and to grow. A teacher then is one who fosters pupil growth and whose life is centered strongly around others. He would be well-informed in his subject area and in command of his own talents. He would have values which he holds securely and he would derive from them a sense of purpose. Finally, he would be flexible and open to his own experiences and ready to assume responsibility for himself and for helping others to grow.

There are indications of a number of these qualities among those respondents who were rated as six or seven for their responses in this study. Approximately one-quarter of the total population studied indicated in the ninth week concerns that reflect the levels of adequacy and effectiveness referred to in the professional literature of teacher education. Few persons would show total con-sistency in such high level concerns if Maslow is right when he claims that adequacy must not be thought of as achieved for life; adequacy will vary from time to time. Maslow suggests that deficiency needs of the person, referred to by him as "D cognition" must be met before concern for others can be faced.

A number of isolated personal reported by student teachers in this study indicated such personal concerns among a predominance of higher level concerns. Examples of these were concern about draft status, debts incurred

"due to Education Classes," and the distance to be driven
to school each day. Other personal concerns indicated that
the respondent was aware of other responsibilities such as
these:

> Concern about my husband and son in that I have
> neglected my duties at home.

> Not being able to budget my time adequately to
> maintain my sanity and enthusiasm as well as my
> home and my husband!

Heath suggests that the mature young man of his
studies recovers quickly from stress that would have a more
lasting effect on a less mature person. There were signs
of stress in several responses as indicated by these quota-
tions from the largest of clusters already described:

> Stagnancy of the system and my conflict with it.

> I honestly want to be a good teacher and I'm not
> sure my education thus far has done anything
> significant toward attaining that goal.

> The way student teachers are treated by the faculty.
> The way student teachers are treated by the
>   administration.
> The way student teachers are treated by the
>   university staff.

> Will I ever get authoritarian like 'em all.

Perhaps the situation was summed up in detail for
some student teachers by this statement:

> I really enjoyed student teaching the first few
> days because I felt that the kids liked and under-
> stood me. But later on, after so many instructions
> on how to do everything, I was so confused, I con-
> fused the kids. They weren't sure at all what I
> would do next and neither was I.

It would be difficult to judge whether student teachers who report situations which bring out concerns like those just quoted are at what the literature would call a low level of adequacy as persons. It might be that the situation induced temporary inadequacy by bringing to bear more stress than a student teacher could normally have been expected to handle. Two reports which raise this same question follow:

> The thing I am most concerned with right now is the fact that some people in the Education Department feel that perhaps I should flunk student teaching because of some petty little incidents that happened in the teachers' lounge.

> Whether or not my performance is acceptable to the persons of power? (underlining is the respondent's)

Such reports indicate levels of low adequacy. The literature suggests that such a person is acting in terms of deficiency needs, survival or fear. They are summarized in the literature as coping rather than growing actions.

The determination of whether such lower levels of adequacy are brought about by some factors in the placement situation or indicate personal difficulties in adjustment must be left to more definitive research. However, it should be recalled that a considerable number of respondents grew to the point of reporting concerns that would do credit to regular classroom teachers. That they were attained in the space of nine weeks indicates the readiness of these student teachers to benefit from their student teaching.

Concern for the welfare of pupils is abundantly clear in nearly all of the following extracts. They are selected from responses which the judges rated as focusing more on pupil growth than on the personal concerns of the student teacher.

> I am concerned mainly with assisting students in becoming better people. Preferably, I hope to assist them "through" a specific subject area. Secondly, I hope to become a better person myself-- to grow and develop within my profession.

> If the students are interested. If the student feels comfortable and part of the classroom.

> My main and number one concern is having material of the course presented in an interesting manner. When this is done other problems fade. What is interesting for one group may not be interesting for another class in the same grade and subject.

> Developing clear and critical thinking in my students. Improvement in this area is vital to the progression into the next grade level and for the healthy state of mind of the student. Factual material is not so important as being able to draw conclusions and derive important concepts from the material.

It is worth remarking on the variety of aims implied in the above statements. They reflect the characteristics of the individual who has confidence in himself and regards himself as adequate to the task at hand. The excerpts that follow underline these diversities.

> Concerns--My relationship with the students. Would like us to look at each other as people, not as students vs. teacher.

> Mostly I am concerned with knowledge of my subject. During this period--because it is so short--I have felt that I should be very strict with my students. As a result I do not feel like I have been able to get to know them very well. I often feel they dislike me.

> When I think of my teaching I'm mainly concerned
> with whether or not I'm getting across to the
> students. Am I communicating? Do they understand?

> Deciding whether to give a certain grade (that is
> deserved) when you know that it will keep that
> student out of college or vocational school. (I am
> talking about a grade that would mean flunking an
> entire semester).

The final excerpt reveals the depth of concern that

some student teachers developed by the end of student

teaching.

> I am most concerned about their social behavior.
> This includes their attitude toward themselves
> and toward other people and toward life in general,
> their manners, their ability to co-operate with
> other students in work and fun activities, respect
> for people, their response to discipline, and the
> ability for them to have some grasp of the reasons
> why education is important for them.

It is clear that there are as many different types of

concerns as there are individual student teachers. Whether

these teaching concerns are frustrated or not may indicate

whether the individual felt adequate enough to maintain them.

It may be that a placement situation caused the individual

to abandon individual aims or to become frustrated at not

being able to follow through with his own concerns.

The literature suggests that the meeting of personal

needs allows individuals to perceive beyond their personal-

centered concerns. Once there has developed a perception

of the self as able, the individual is ready to take

responsibility for others. Seventeen per cent of the

respondents in this study reported concerns during the

ninth week about the learning of their pupils. These may

indicate a movement out from personal concerns to the concerns of pupils. Twenty-six per cent of the student teachers reported professional concerns about the overall growth of their pupils. Such concerns indicate an approach to what the literature refers to as adequate persons able to take responsibility for the growth of others. Such people have the immediate potential to become effective teachers.

Summary

In this chapter, the data collected in this study were presented and analyzed. The data were analyzed in accordance with the data collection procedure previously determined. The classification of free responses by the Fuller Case Concerns Code facilated an examination of the concerns that had been reported in the first week and the ninth week of student teaching.

The most commonly reported concern in the first week was that for making adjustments to meet the new school situation. Well over one-half of the respondents reported this concern. The second most often reported concern was for the cognitive learning of the pupils and 14 per cent of the total group reported this concern during the first week. By the ninth week of the term more than 40 per cent of the student teachers had moved into the three top categories and they reported concerns about the learning of pupils. More than one-quarter of the population were

rated 6 or 7 at that time. However, 31 per cent of
the population again reported concerns about adjusting
to the school situation and ten per cent reflected personal
concerns.

An analysis of covariance demonstrated that there was
a difference between some of the demographic groups in the
changes in types of concern that occurred. Women gained
more than men, while those living with parents gained more
than those living with spouses. It seemed that the number
of women who lived with their parents during student teach-
ing might have had some influence across these two groups
because 80 per cent of those respondents living with their
parents were women.

Student teachers with no previous teaching experience
showed greater gains than those with participation experi-
ence. Respondents with previous teaching experience were
divided in their ninth week ratings. Of the respondents
in this group who scored two in week one (60 per cent of
the group), one-quarter moved to scores 1 or 0 in the
ninth week. Of that same group who started with a score
of 2, 22 per cent gained four points to reach a final score
of 6. Thirty per cent of the same group remained at their
original rating of 2.

Significant differences were also demonstrated in
the type of placement in schools. Student teachers placed
in groups of fewer than four in one school gained signifi-
cantly more than the groups of seven to nine, or more than

nine, placed in one school. Those placed in cluster type placements gained significantly less than those in traditional type placements. As the clusters were all large and the majority of student teachers placed in traditional placemnets were in groups smaller than seven, the size of the groups may have influenced this result rather more than whether it was a cluster or traditional type of placement.

An application of the characteristics of adequate persons derived from the review of literature to the reported concerns of respondents proved helpful. The results suggested that the literature in this field was appropriate to the responses in this study. The responses of those student teachers who gained six or seven on the Fuller Case Code indicated attitudes that suggested an adequate view of self and the immediate potential for effective teaching. A number of respondents who reported a majority of professional concerns also reported concerns about their role in their family and other personal concerns. A few student teachers, however, reported a predominance of personal concerns that were highly critical of the environment and people among whom they found themselves. Their reports indicated coping rather than growing concerns and, therefore, seemed characteristic of those indicating at least temporary feelings of inadequacy in the teaching situation.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study was designed to examine the concerns that student teachers reported in the first and the ninth week of a ten week student teaching term. It is hoped that teacher educators will find the information gained through this study of some assistance in determining the types of experiences that might be provided in a teacher education program.

The professional literature of teacher education was reviewed for studies about concerns, anxieties and attitudes during student teaching. The literature on individual differences among student teachers was also reviewed. Literature in fields related to Education was examined to define specific ways in which student teachers could be helped to develop individual adequacy. Characteristics of the effective teacher and the adequate person were derived from this review of literature for use in the analysis of data.

The population selected consisted of a group of 163 secondary student teachers from the Michigan State University teacher education program. This group undertook their

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student teaching in the six largest urban and suburban off-campus teaching centers of Michigan State University during Spring Term, 1970. Their concerns were gathered through the administration of a free response question in the first week; the same question was administered again in the ninth week of a ten week term. Demographic data were also gathered for use in the examination of reported concerns.

The types of reported concerns were classified by an adaptation of a Concerns Code designed by Fuller and Case to accompany the free response question used. Classification resulted in a numerical rating which facilitated the examination of the nature of the concerns.

The changes in the types of concerns reported between the first and the ninth week were explored by an analysis of covariance. The responses given in the first week were used as the covariant. The changes in score in the ninth week were used as the basis for the analysis. The characteristics of an adequate person and an effective teacher derived from the review of literature were applied as criteria to the responses given in the ninth week.

The concern most often reported in the first week was that of adjusting to the new school situation. This concern was expressed by more than 60 per cent of the population. The next most commonly reported concern was for the cognitive learning of pupils and was reported by 14 per cent of the total group.

By the ninth week of student teaching nearly one-quarter of the student teachers showed concern for the all-round development of the pupils. This was a considerable advance since the first week for only 4 per cent had reported this professionally oriented concern then. A concern for adjusting to a new school situation persisted in the ninth week in the case of 31 per cent of the student teachers. There was an increase in respondents reporting personal concerns in the ninth week for 10 per cent were rated at the score of 1. Only 4 per cent reported a predominance of personal concerns during the first week.

The changes in types of reported concerns were found to differ among four demographic groups. An analysis of covariance revealed differences in each group at the .05 level of significance. The groups based upon sex, accommodation, previous experience and type of placement showed significant differences. Women gained significantly more than did men in the sample. The student teachers who lived with their parents during student teaching showed significant differences in the gains they made over those living with their spouse. However, over 80 per cent of the respondents living with their parents were women. This predominance of women, who have been shown to score higher, may have influenced the significant difference evidenced by those living with their parents.

Student teachers with no previous experience showed a significant positive gain in score over those with

participation experience. A larger proportion of those
with no experience expressed concerns about pupil growth
at both level five and level six than did those with partici-
pation experience. This raises questions, which cannot be
answered by this study, about the quality of the participa-
tion experiences. The group with previous teaching experi-
ence could be divided into three sections by the end of
student teaching. One-fifth of this group moved down to
a predominance of purely personal concerns at score 1. One-
quarter of the experienced group moved up to professional con-
cerns about the overall growth of their pupils at level six.
One-third of the group remained at score 2--the level of
concern related to adjusting to the school situation.

Two aspects of the type of school placement revealed
significant differences and they seem somewhat related. A
difference was evident between the size of the groups in
which student teachers were placed. A difference also
became apparent between traditional and cluster types of
placement. Cluster placements were made in larger groups
than were the majority of the traditional placements. One
cluster had more than nine respondents in one school and the
other five clusters each had between seven and nine respondents.
An analysis of covariance showed that large groups did not
gain as much as smaller groups and the difference was
significant at the .05 level. Significance was also shown
to exist between cluster and traditional placements with
respondents in traditional placements gaining more during

the nine week period. As cluster placements were in large
groups, it is possible that the size of the groups rather
than the type of placement influenced the difference between
cluster and traditional placements. Groups of fewer than
four student teachers placed in one school gained signifi-
cantly more than either of the groups with more than nine
placed in one school or the groups with seven to nine in
a school.

About one-quarter of the student teachers reported
concerns characteristic of an adequate person who has the
immediate potential to become an effective teacher. Seven-
teen per cent of the population reported concerns about
the learning of pupils and this suggests the development
of the autonomy and Ego Identity which the literature
posits as preceding a concern for helping others.

Approximately one-half of the student teachers
reported concerns which indicated a lack of ease in inter-
personal relationships. According to the literature
reviewed, such a lack of ease is characteristic of persons
who regard themselves as less than adequate. Within the
one-half of the student teachers who demonstrated this
unsureness in interpersonal relationships there was a
group of 10 per cent who gave clear indications of concerns
about their ability to cope with the school situation.
They seemed to view student teaching as a personal threat.
Such concerns, which reflect a coping attitude rather than

one conducive to growth would be considered inadequate by the literature and they remind one of Maslow's D-cognition level.

Conclusions

This study was not designed to test hypotheses for it was exploratory in aim and descriptive in nature. The intention was to provide descriptive data which would have the potential of generating hypotheses. However, the data allow some firm conclusions to be drawn from the study.

Conclusions About Types of Concern Reported in the First Week and the Ninth Week of Student Teaching

1. The concern uppermost in the minds of the majority of the student teachers in the first week of their student teaching was that of adjusting to the new school situation. Sixty-two per cent of the respondents reported concern about their adjustment to their school at that time.

2. No majority concern was evident among the student teachers in the ninth week of student teaching. Approximately one-quarter of the population reported professional types of concerns about the growth and development of their pupils. A further one-third of the population in the ninth week expressed concern about adjusting to

the school situation, the same concern as that
expressed by the majority in week one. Approxi-
mately one-sixth of the student teachers
reported concern for the cognitive learning
of their pupils in week nine, that is 3 per
cent more than in the first week.

3. Approximately one in every two student teachers
moved from his original score to a higher score
between the first week and the ninth week.
Approximately one student teacher in five moved
negatively between week one and week nine.
Approximately one in three of the student teachers
in this study showed no change in score during
their period of student teaching.

Conclusions About Changes in Types of Concerns Between Demographic Groups

1. No significant difference was shown within the
following demographic variables: subject taught,
level of school taught, college or marital
status, commuting more than 40 miles daily.

2. Women as a group showed significantly greater
development of pupil oriented concerns than did
men during their student teaching.

3. Student teachers placed in groups of fewer than
four in one school showed significantly greater
development of pupil oriented concerns than did

student teachers placed in groups of seven to
nine in one school or in groups of more than
nine in one school.

4. The majority of student teachers in the only
   placement which provided more than nine respond-
   ents from the one school failed to develop
   pupil oriented concerns during student teaching.

5. The group of student teachers with no previous
   teaching experience showed greater gains during
   student teaching than did the group with partici-
   pation experience. The quality of the participa-
   tion experience is not known, however.

6. The group of student teachers with previous
   experience in teaching showed a wide divergence
   in gains and losses. The majority were rated
   at score 2 in week one. By the ninth week
   approximately one-third of the group was rated
   at a score of 6. One-fifth of the group was to
   be found at each of the scores of 2 and 1 in
   the ninth week.

7. Individuals within demographic groups reported
   concerns which differed widely from the norm
   for that group.

Conclusions About Student Teacher Feelings of Adequacy as Indicated by Reported Concerns

1. Near the end of student teaching, that is, in
   the ninth week, approximately one-quarter of the

student teachers reported concerns that indicated
personal adequacy sufficient to allow them to
function as effective teachers as defined in the
review of literature.

2. Near the end of student teaching, approximately
   one in ten of the student teachers reported
   concerns that indicated a perception of their
   teaching position as one of personal threat.

3. Provisions should be made in teacher education
   programs for the continuous growth of adequate
   young adults as the basis for the acquisition
   of technical teaching skills. The building of
   techniques into insecure persons does not imply
   acceptance of the teaching role as one that
   requires a helping and adequate person. Further-
   more, techniques that are not founded on a
   secure personality basis, including an ability
   to sense when a technique is appropriate, may
   lead to misapplication of years of training.

Recommendations for Further Research

In view of the foregoing conclusions, the writer
recommends for further research:

1. The vocational motivations for men to enter
   teaching.

2. The value of counseling services aimed especially
   at assisting men student teachers. The range in

their gains in score indicates considerable individual differences between the types of concern expressed by men student teachers.

3. The difference between men and women students in their "readiness to teach."

4. The role of previous teaching and participation experience in suggesting the type of placement most appropriate for individual needs.

5. The group process in seminars and in placements of differing sizes.

6. Student teacher perceptions of cluster placement experiences.

Recommendations for Teacher Education Programs

1. Three of the major considerations for assessing the "readiness" of a student to teach should be an ability to relate to people, a personal feeling of adequacy and an enthusiasm for helping children as evidenced in participation classes.

2. Faculty judgment should be exercised from personal knowledge of a student teacher over a considerable period of time before permission to student teach is granted.

3. Professionally directed participation classes should be mandatory in each prospective student teacher's program prior to student teaching.

4. Throughout the four year undergradute program
   at college, provision should be made for students
   with interests in teaching to form continuing
   contacts with permanent teacher education
   faculty members. Seminars, participation experi-
   ences and courses on educational issues might
   be offered during the first two years. One
   major contribution of such a provision could
   be to assist students in making vocational
   commitments to teaching.

5. Throughout the two year professional education
   program at college, provision should be made
   for continuing contact of student teachers
   with permanent teacher education faculty members.
   The extensive use of graduate assistants with
   their temporary tenure and personal study commit-
   ments, does not appear a satisfactory way to
   emphasize the importance of personal relation-
   ships in the teaching process.

6. Off-campus faculty should take part in campus
   teacher education activities with student
   teachers. A member of the staff of each teaching
   center could visit the campus one day a week
   and conduct seminars for the student teachers
   who have been allocated to that center for the
   following term. If such visits were arranged

so that one half of the centers were represented on campus on Tuesday and the other half on Thursday, off-campus faculty could also take part in graduate seminars for supervising teachers to meet on Tuesday and Thursday evenings. These visits to campus would enable members of the teaching center faculty to meet students to be placed in their centers for the next term. This would help them in making suitable placements. The student teachers could also possibly feel that they had formed a personal contact with a member of the teaching center faculty from the very beginning of the student teaching experience.

7. Campus teacher education faculty should conduct classes in the schools, perhaps in a team teaching situation with a teacher in one classroom. Students could then observe and assist with group and individual work. This would help students to link college theory and classroom practice. It could also assist faculty to remain aware of the current relationship between theory and practice in schools.

8. No more than six student teachers should normally be placed in one school at the same time. This number would facilitate the development of

interpersonal relationships between student teachers and between student teachers and regular teachers.

9. Where a cluster placement of more than six student teachers in one school is desired, team teaching cells should be formed within each cluster placement. Each cell could be based upon a team teaching experience in related subjects. Provision should be made for cell seminars as well as large group seminars.

10. In order to emphasize the continuity in learning process between theory and practice, student teachers should regard student teaching as an integral part of their training. Seminars have already been recommended for the term prior to student teaching. Seminars are conducted in teaching centers during student teaching. It is further recommended that seminars should be provided in the term following student teaching. Such seminars should help students to orient their student teaching experience to attitudes about teaching as a future vocation. A number of respondents in this study who were rated lower in the ninth week than they were in the first week of student teaching may have faced some personal problems that they were not

aware of previously. Their lower rating might
suggest that they had learned little, whereas
they may have gained a better understanding of
themselves and a more realistic appraisal of
the function of a teacher. Post-student teaching
seminars could help them to clarify their attitudes
and professional concerns further.

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APPENDICES

APPENDIX A

QUESTIONNAIRE 1 AND

QUESTIONNAIRE 2

QUESTIONNAIRE 1

ALL ANSWERS ARE ANONYMOUS SO PLEASE DO <u>NOT</u> PUT YOUR NAME ON THESE SHEETS.

SEAL YOUR ANSWERS IN THE ENVELOPE PROVIDED WHEN YOU HAVE FINISHED.

Think up a secret code that you, and only you, can recognize. Place this code in the top left corner of your sealed envelope. In this way you remain totally anonymous, yet I can match this response with a further communication I wish to send to you later. Your secret code might be your wife's birthday, your Social Security number backwards, or any other ingenious code you can think of. Please start to answer the questionnaire with Section 1, below.

<u>Today's Date</u> _____

<u>Section 1</u>

1. What grades have you taught, or do you expect to teach, during your student teaching? _____

2. What subjects have you taught, or do you expect to teach, during your student teaching? _____

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3. What was your major method subject at M.S.U.?

   _____

4. Approximately how many other student teachers from
   M.S.U. are student teaching in the same school as you?
   _____ (Ask your Group Leader if you are not
   sure)

5. Are you teaching in a (Please circle the appropriate
   number)

        (i)   teaching cluster?

       (ii)   modified teaching cluster?

     (iii)   traditional placement? (In which you are
             assigned to only one supervising teacher)

   (Ask your Group Leader if you are not sure)

6. How many days have you spent in your student teaching
   school so far, including today? _____

7. Have you observed any classes being taught by regular
   teachers yet? Yes No (circle)

8. Have you taught any classes yet? Yes No (circle)

9. Have you ever had any teaching experience before this
   student teaching? Yes No (circle)

10. If you answered Yes to question 9, please state how
    long you taught _____ and what type of teaching
    it was, or what class level or grade _____

_____ (include Sunday School, tutoring,

visits as part of a class you took, summer camp, etc.)

11. Are you commuting daily more than twenty miles to your
school? Yes No (circle)

12. During your student teaching are you staying (circle)

(i) with your husband/wife?

(ii) with your parent(s)/family?

(iii) with a friend(s)?

(iv) alone in a private house?

(v) in a dormitory?

(vi) in another type of accommodation? (please
specify _____

_____)

13. Are you (circle)

(i) single?

(ii) married?

(iii) divorced?

14. Are you (circle)

(i) male?

(ii) female?

Section 2 is on the next page, please turn to it.

Section 2

Remember, your name is not on this paper and your answer will be anonymous.

Instructions for this Section

1. There is a time limit of 10 minutes for answering the question in this Section.

2. When the 10 minutes is up, please write beside each of the concerns you have written, a ranking number. These ranking numbers will show which of the concerns you have written are of most importance to you. Place the number 1 beside the concern which is your major concern, a 2 beside the next major one and so on for each concern.

3. Seal both Section 1 and Section 2 in the envelope provided.

4. Place your own secret code in the top left corner of the envelope.

5. Hand the envelope to your Group Leader.

THE QUESTION

WHEN YOU THINK ABOUT YOUR TEACHING, WHAT ARE YOU CONCERNED ABOUT? (Do not say what you think others are concerned about, but only what concerns you now) Please be frank.

QUESTIONNAIRE 2

ALL ANSWERS ARE ANONYMOUS SO PLEASE DO <u>NOT</u> PUT YOUR NAME ON
THESE SHEETS.

SEAL YOUR ANSWERS IN THE ENVELOPE PROVIDED WITH YOUR CODE
ON IT.

<u>Today's Date</u> _____

Section 1

1. What grades have you taught during your student teach-
    ing? _____

2. What subjects have you taught during your student
    teaching? _____

3. What major method subject did you take in Education
    327? _____

4. Are you a

    Junior   Senior   Graduate   Other   (circle)

5. Do you commute more than forty miles on a daily round
    trip to your school?

    Yes   No

6. If you answered Yes to question 5, please state
    whether or not you usually commute with others at
    present doing their student teaching.

    Yes   No

7. Are you (circle)

    (i)   single?

    (ii)   married?

    (iii) divorced?

8. Are you (circle)

    (i)   male?

    (ii)   female?

Section 2 is on the next page, please TURN TO IT.

Section 2

Remember, your name is not on this paper and your answer will be anonymous.

Instructions for this Section

1. There is a time limit of 10 minutes for answering the question in this Section.

2. When the 10 minutes is up, please write beside each of the concerns you have written, a ranking number. These ranking numbers will show which of the concerns you have written are of most importance to you. Place the number 1 beside the concern which is your major concern, a 2 beside the next major one and so on for each concern.

3. Seal both Section 1 and Section 2 in the envelope provided.

4. Place your own secret code in the top left corner of the envelope.

5. Hand the envelope to your Group Leader.

THE QUESTION

WHEN YOU THINK ABOUT YOUR TEACHING, WHAT ARE YOU CONCERNED ABOUT? (Do not say what you think others are concerned about, but only what concerns you now) Please be frank.

APPENDIX B

THE ADAPTED FULLER CASE CONCERNS CODE,

WITH INSTRUCTIONS TO CODERS

INSTRUCTIONS TO CODERS

Concerns are described in such different ways that they are difficult to summarize. Some method is necessary to interrelate this diversity and to summarize statements. This code describes a system for classifying student teachers' statements about their teaching concerns and scoring such concerns.

This system consists of seven categories of concern about teaching (Codes 2 through 7), one category for personal concerns not obviously related to teaching (Code 1) and one category for vaguely stated concerns (Code 0). Any statement that is stated too generally to be accurately designated is classified as 0. Each of these codes is described in detail on the following pages.

The codes are numbered according to the depth of concern expressed with outcome of teaching. The dimension is concern of the teacher with herself and the process of teaching versus concern with pupils and the outcome of teaching. In general, Codes 2 and 3 are for statements showing concern with how the teacher goes about getting results (process) whereas Codes 5, 6 and 7 are concerned more with the results themselves (outcome). To help to code a statement which may seem to fit equally well in two major categories,

Read the whole statement through once.

With a colored pencil place parentheses around statements or content units that express a concern. Continue until all content units are separated.

Assign one of the eight concern categories to each content unit by writing a number 0 to 7 outside of each parenthesis.

Disregard tense of verbs.

Codes 2 and 3 are process concerns and are usually self-oriented. Codes 5, 6 and 7 are outcome concerns and are other (usually student-task) oriented.

Example

(Actually, I am concerned with my actual classroom situation.)^2 (Like how will I handle myself in front of the students?)^2 (How can I act?)^2 (How outgoing and friendly can I be?)^3 (And what relationship can exist to get the best atmosphere for learning?)^4

OVERVIEW OF CONCERNS CODES

Code 0   Concern too generally stated to be accurately des-

ignated.

Code 1   Personal Concerns

Statement contains information on personal concerns

which cannot be seen to be obviously related to

teaching. Codes 2 through 7 are always concerns

with teaching.

Code 2   Orientation to Teaching

Concern with orienting onself to a teaching situ-

ation. Inadequacies or uncertainties related to:

a.   education and/or teaching generally

b.   content and/or situation, i.e. psychological,

social and physical environment of the class-

room, school and/or community.

c.   supervisors, cooperating teacher, principal,

parents, evaluation, rules or administrative

policy, i.e. concern with authority figures

and/or their acceptance.

d.   teaching procedure

e.   general student acceptance

Code 3   Control

Concern about class discipline and control of stu-

dents (one student, a small group or the whole

class). Concern about students' misbehavior. Concern about authority as a teacher. Concern with alienating students. Concern about student acceptance as an authority figure.

Code 4 Student Relationship

Concern about personal, social or emotional relationships with students. Concern about the students as individuals. Concern about the feelings of students. Concern about student acceptance as a friend.

Code 5 Student Gain: Cognitive

Concern with student gain in knowledge, comprehension, application, synthesis and evaluation and/ or with teaching methods or procedures for achieving it.

Code 6 Student Gain: Affective

Concern with student gain in awareness, interest in learning, receptivity to experiences and growth in values and character or with teaching procedures for achieving it.

Code 7 Personal Growth and Professional Issues
Concern with personal and professional development, ethics, educational issues, resources, community problems and other events in or outside the classroom which influence student gain.

Some statements will express concerns that cannot be coded. These statements may sound outcome oriented but are too general in nature for the coder to know if the person actually is concerned about outcome or if the person has just had an education course and was told that a teacher should be concerned about outcome. For example:

"My main concern and goal as a teacher is to make my students enjoy school and enjoy learning."

"I am concerned with inspiring creativity, interest and motivation."

"I am concerned with making the school day as creative and interesting an experience as possible."

In such cases, the coder should code the statement with an 0.

DIRECTIONS FOR CODING

After each content unit has been coded separately, re-read the protocol and decide on an _overall_ concern level.

There are 13 possible levels:

0 = unclearly stated concerns

1 = non-teaching personal concerns

2 = orientation to teaching

3- = majority of content units are control/ discipline with some 2 or 1

3 = all control/discipline

4- = majority cf content units are student re- lationship with some 3, 2 or 1

4 = all student relationship

5- = majority of content units are student gain: cognitive with some 4, 3, 2 or 1

5 = all student gain: cognitive

6- = majority of content units are student gain: affective with some 5, 4, 3, 2 or 1

6 = all student gain: affective

7- = majority of content units are professional issues with some 6, 5, 4, 3, 2 or 1

7 = all professional issues

If there is no majority, code high and mixed, i.e. add the minus sign (e.g. 7-).

If the majority is coded low and there are some higher levels of concern, code low (e.g. 2).

When there is a majority and there is a higher code and a lower code, code the majority number.

If a content unit is repeated in almost the same words, count the original and the repetition as one unit.

If a content unit is repeated in almost the same words but another content unit has intervened (even if the inter-vening unit has been assigned the same code), consider the repeated content unit as one content unit.

ILLUSTRATIONS

Code 0. Vague Concerns

A statement contains totally irrelevant information or is vague and cannot be classified. Code 1 are personal concerns about themselves and codes 2 through 7 are always concerns with teaching. Any other concerns are coded 0.

Examples

This pen doesn't write very well.

Today is a pretty day.

I am concerned with inspiring creativity, interest and motivation.

I am concerned with making the school day as creative and interesting an experience as possible.

My main concern and goal as a teacher is to make my students enjoy school and enjoy learning.

Code 1. Specifically Personal Concerns

A statement contains personal concerns which are unrelated to teaching at first sight. Codes 2 through 7 are always concerns with teaching.

Examples

Right now I am most concerned about getting married.

Roommate trouble.

If I don't improve my GPA I may not get to teach.

My father wants me to get my teaching certificate.

I may have to drop out of school before student teaching is finished.

I want to be a better person.

Code 2. Orientation to Teaching

Concern with orienting oneself to a teaching situation. Inadequacies or uncertainties related to:

a. education and/or teaching generally

b. content and/or situation, i.e. psychological, social and physical environment of the classroom, school and/or community

c. supervisor, cooperating teacher, principal, parents, evaluation, rules or administrative policy, i.e. concern with authority figures and/ or their acceptance

d. teaching procedure

e. general student acceptance

Examples

a. <u>Education and/or teaching generally</u>

Should I teach?

I don't think I have the ability to do very much.

I'm not real sure what I should do.

Will I be able to do what is expected of me?

More concerned about my own performance than with the performance of the individual students in my class.

Will I know how to handle unforeseen emergencies or situations?

My main concerns center around my questioning of how effective I am as a teacher.

I hope that I can teach children successfully.

Since I have always been the one who is learning, I was afraid I was not qualified for this role of teaching.

Now my only concern is will I be able to help my class understand whatever I am trying to teach on their level.

a.   (Continued)

I am still worried about whether or not I will remember everything that is important for students to learn.

b.   <u>Content and/or situation, i.e. psychological, social and physical environment of the classroom, school and/ or community</u>

Do I really know my subject matter?

What should I do if my material has been covered and there is more time?

What should I do if I make a mistake in a statement or a suggestion?

It must be very difficult for a beginning teacher to determine exactly what should be introduced and what should receive more attention.

I need to improve my sometimes incorrect pronunciation of words.

I was concerned about my knowledge of Spanish.

My main concern is will I know what to teach?

I hope I will have enough material to put on bulletin boards.

Am I capable of handling the extracurricular activities assigned?

I'm concerned also with being able to positively, helpfully and constructively speak to instruct and encourage students.

What will my new school be like?

I was concerned because this is a lower class school.

I don't understand their language.

I was concerned about finding my way around in the school.

What is the philosophy of this school?

I am concerned as to the affect on my pupils of my own short comings in handwriting and spelling. These are

b.   (Continued)

skills I can work on and am doing so but they are a
problem now. I do not feel they hold me back in com-
municating with the students. I am merely concerned
over what affect my habits will have on the students.

c.   <u>Supervisor, cooperating teacher, principal, parents,
evaluation, rules or administrative policy, i.e. con-
cern with authority figures and/or their acceptance</u>

What will my supervisor be like? How often will she
visit?

Will my supervisor give me an honest opinion of my
teaching?

Working with supervisors looking on tends to make me
very cautious. I know it is necessary and hope this
can be helpful.

What will the cooperating teacher expect of me? Is it
going to be my class or her class?

Will the cooperating teacher give me an honest opinion
of my teaching?

What kind of relationship will I have with my princi-
pal?

How will the faculty and staff accept me?

What are their parents like?

I wonder if I will get to talk to any parents.

How will I be evaluated by other people?

Can I deviate from the plan of work as outlined?

Will I have authority to give grades and will they be
accepted?

Will I be allowed to discipline students as I see fit?

Will anything drastic happen if I make a mistake in
following school policy?

I realize that certain rules are necessary, but I do
dislike restrictions.

c. (Continued)

Can I go into the teacher's lounge?

d. Teaching procedure

I was concerned about how I would do in organizing lessons.

I am concerned about my ability to present ideas to the class.

What can I do to improve my lessons?

I am concerned about the presentation of subject matter.

I was worried about my lesson plans - too long or short, whether or not they covered the subject.

I was especially afraid that I would not be able to concentrate on 5 or 6 things at once like teachers are required to do.

I wonder how to evaluate my students.

I've got to learn to write on the blackboard.

Can I make the children understand?

I am most concerned about how I will apply what I have learned to elementary school children.

I am concerned about being able to communicate with the class so that they could learn effectively.

I am also concerned about going too fast for them. I speak rapidly and tend to mumble. I hope I can become more conscious of this in order to correct it.

The few times I have been around children, I found that situations arose in which I was not certain as to how to react.

e. General student acceptance

I was concerned if they would like me.

I was concerned about the image I would present to the class.

e.   (Continued)

I was concerned about their confidence in me as a tea-
cher.

My first concern was the student's reaction to an out-
sider.

I was also concerned about being a 'teacher-figure' and
not just one of the kids playing teacher.

Code 3. Control

Concern about class discipline and control of students (one student, a small group or the whole class). Concern about students' misbehavior. Concern about authority as a teacher. Concern with alienating students. Concern about student acceptance as an authority figure.

Examples

At the present time my main concern is the problem of discipline - can I keep order in a class?

I also felt that it was imperative that the students respect me and my authority as their teacher.

What will the students be likely to do to "try me out?"

I guess that discipline must be caused by respect for the teacher and this is something to aim for.

I'm afraid the students won't like me if I keep them in after school but I do have to discipline them.

I just can't have the whole class watching to see what is going to happen next, you know. Everyone is nervous and giggling - it was just terrible! I'll find out tomorrow what to do with him.

I've got some boys that won't work, they are not doing their assignments and they are not doing what I ask them to do. Those boys are the normal trouble makers.

I can't concentrate on what I'm teaching because they're so noisy and they're big boys and they love to tease me.

I'm concerned that the students won't like me if I teach them something they don't care about.

It would be so easy to tell them to sit down and shut up if I didn't like them, but I'm so afraid I'm going to hurt their feelings and squander what little initiative they have.

I told him to find a place that he thought he could do his work. If he sat on the chandelier I'd just love it if he'd pay attention.

Also, I have been struggling with the concept of finding a
reasonable boundary line between when a class is extremely
out of order and when disorder is conducive to learning.
I found that at times noise and freedom of movement aided
learning, but in the very next second it had gotten out of
hand and was too riotious to aid learning.

Code 4. Student Relationship

Concern about personal, social or emotional relationships with students; concern about students as individuals; concern about the feelings of students.

Examples

Right now I'm just having a great time with the kids.

I am concerned about becoming too personally involved with the children.

I wonder whether or not the pupils will accept me as a friend.

I know a little about them and I can share their experiences and I can sympathize with them, and I can understand why they don't hand things in all the time, and I understand some of their problems.

How formal or informal should I be with students?

I was also concerned with my students' impression of me - would they respect me and if they did could I possibly win their affection as well as their respect.

The least important of my thoughts was that the children like me as a person, but I must admit that the concern was there.

I am also concerned with whether or not I will be able to be impartial and patient enough to be of value to my students.

How do I reach those children which are distant to me?

Now I'm attached to every one of the kids in my classroom.

I hate to think about saying goodbye to the classroom.

What goes on in their minds? What are they thinking?

I'm afraid they think I'm just a rich college girl.

During my first week of student teaching my main concern was involved with learning to know my students.

Another concern of mine is to give each student as much independent and personal guidance as is humanly possible.

I don't know how far it's any of my business to ask him about any of his personal situation when it comes down to the work that he's doing for me.

Margaret (CT) told me about Bill (student) and it really upset me. I definitely think he is a big problem. I don't think I could ever get to the bottom of it with what is available to me. It is kind of discouraging.

What makes a child the unique person whom he is?

I find that I can become so involved with individual students and their problems that I almost forget the other pupils.

(In class a student asked ST who she had been out with on Saturday night.) I said we were studying our lesson now. I just went on with the lesson. It really shook me. You know, I don't really mind saying whatever I was doing because they really did see me on Saturday. Now, should I have had him stay after school for that? I felt like ignoring it - it was the only thing I could do. But I'm not sure if I was losing control that way, will they disrespect me for it? I don't know how to react to it.

I think the more you know about the student, the better you can teach them.

As far as my relationship with the children and my ability to teach them, I feel not unconcerned but more at ease and comfortable.

How can I have an atmosphere that is friendly but still serious enough for them to learn?

Some children have such poor home lives they just can't concentrate.

Code 5. Student Gain: Cognitive

Concern with student gain in knowledge, comprehension, application, synthesis and evaluation and/or with teaching methods or procedures for achieving it.

Examples

The most important part of teaching that I am concerned with now is presenting material that will teach the class a new method or concept or approach to art - to make them appreciate art not for the chance to talk with their best friend but because this is a good outlet for expressing their feelings.

Right now my chief concerns seem to be am I getting across to them?

The question still arises in my mind as to how well I have challenged my students.

For children are very creative and their minds are filled with many exciting and new ideas, and I want to help them utilize these ideas of their own with their school work.

I am most concerned with finding the most effective way to teach reading.

Will it hurt if you change a left handed child to right?

Will I be able to present information in a manner to provide the greatest possible learning situation?

Individuals with a lot of potential, who are not using it, are my main concern.

Also, I'm concerned with the great individual differences, how to approach them and how to challenge the faster students without losing the slower ones.

I am concerned about levels. About how far you can push your students and how you can and what they should know and how not to give up on a small group and how to push them as well as the fast group and things like that.

They just sit there and won't ever do anything. They have failed everything we've done so far.

I feel now that I can use ideas no matter where I find them so long as the student gets the effect.

I want to be sure they understand the fundamentals.

I want them not only to understand what is said, but also to be able to apply what is said.

My concerns presently deal with finding out mutual areas of interest and ability so I am able to get new subjects and new concepts across to them. That is, I'm concerned with their understanding what I'm attempting to teach.

I'm more concerned now about the general things they learn rather than the facts. I am always behind on lesson plan schedules because I am not as concerned about getting everything covered and done. If there is a word or concept they don't understand, we stop and go over it. I realize more clearly now how little they know and how lacking their background is.

They need some sense of accomplishment and every child has a potential in at least one field.

How do you teach a boy who doesn't seem to hear anything that is going on?

I had some real problems in the beginning with their handwriting. They could not write so that a human being could read it. I've been working about 15 minutes with each child trying to get the incomprehensible garble put down in some acceptable language.

Code 6. Student Gain: Affective

Concern with student gain in awareness, interest in learn-
ing, receptivity to experiences and growth in values and
character or with teaching procedures for achieving it.

Examples

I am concerned with keeping the children's interest and
enthusiasm for participation high so that they can see a
need for learning.

My concerns now seem to be to get closer with the stu-
dents, to provide them with an opportunity to question, to
doubt, to think.

Can I help provide a stable background for their develop-
ment?

I want them to realize why they are learning what they are
and to enjoy it because it is valuable.

The one that I'm thinking about is one that never does one
thing in class - except that he shows remarkable compre-
hension of things. Well, the thing of it is that he just
never puts out any effort.

There were two of the students who made top grades in
everything but they couldn't do this lesson. I think it
was almost frightening to them not to be able to fulfill a
requirement.

There is one girl who is just struggling to hold her own
with this group. She turns in extra credit work by the
ton, but she can't pull the quality of her work up to an
A. I don't know if moving her back a group would help or
not.

What can I do with a child like this? A child who will
freeze in front of the class and won't utter a sound, but
will come in after school and make up all the required
work?

I have one little boy who just comes occasionally . . .
when I do talk to him what can I say to him that could get
him in class?

When I think about my teaching, I am most concerned with
the many aspects involved in the educational growth and

development of the children under my supervision. This naturally includes all areas of their growth and development - physical, mental, social and emotional. The environment of my classroom, I hope, will promote the development of democratic, well-adjusted individuals who are happy within themselves and with their place in society.

I am concerned that students become open-minded, well-rounded individuals. I want to help them learn to help themselves be better able to live full lives.

My concerns are about educating the student as a whole so that each student may become a profiting citizen. By this I mean that the student needs to learn not only from books but from many other resources. A teacher should teach her students to get along with others, to solve problems in an independent way of thinking and to look at our country's situation with a feeling of pride and in a democratic manner. I try to develop my students in a way so that they may function in an adult society and to cope with problems in a mature manner. This kind of teaching does not stress what "paragraph 3 on page 19 of our Science Text" says!

I believe in giving the child an opportunity to increase his ability in every way possible, in all areas which will contribute to make him a better person and successful socially, academically, physically and mentally. I also believe in giving the child a chance to develop a pride in his culture as well as a sense of belonging in a culture.

I am concerned about trying to educate the whole child to live more fully in this complex world in which we live. It is most important to convey information, but of more importance is to help this child to adjust and fit into his experiences which he copes with each day. Children need to learn at an early age the importance of using their time wisely and well.

I am concerned about the children that are in my classrooms each year. I am not as concerned about the subject matter that they will retain when they leave my room but the concepts and values that have become a part of them during their time. I like to think perhaps while they are with me, they learn to accept themselves as they are, learn to appreciate what they are and want to be, learn to make decisions based on their judgements, learn to work individually as well as a group - learn to be an asset to our society.

Code 7. Personal Growth and Professional Issues

Concern with personal and professional development, ethics, educational issues, resources, community problems and other events in or outside the classroom which influence student gain.

Examples

The school lunch program needs to be extended to breakfast. Hungry children cannot learn.

Should a teacher tell a parent the children's IQ score?

In this school, the real damage is done before they enter the first grade. They already dislike school.

I think this class should be smaller. Some children are so nervous and talk so much. The regular sized class stimulates them too much.

I am concerned with finding a grading system which covers all areas of learning a foreign language - speaking, writing and listening.

Textbook selection methods in this state need to be changed so books can make sense to children with varied backgrounds.

We are adapting the curriculum guides for the needs of the new students coming into our school for the first time this fall.

How do you help community situations that slow down the process of learning?

I am concerned in constantly trying to improve myself. I think teachers should attend workshops etc. so that we can be in touch with new ideas.

It concerns me that most of the curriculum is designed to emphasize the teaching of factual information. While realizing the importance of this type of information, I would like to see an increased emphasis placed on the social and emotional development of the child. I am concerned about the lack of any real democracy at work in most classrooms. I feel that our children need experience in decision making and other thinking operations, but it seems seldom that opportunities are purposely provided to give

the children these experiences. Children need to know how
to think! With this skill they can discover the factual
information when needed if required. The curriculum is so
full that it staggers the teacher's imagination when she
tries to cover the curriculum and still teach in a way that
stimulates thinking operations.

APPENDIX C

SELECTED TEACHING CENTERS

APPENDIX C

The six Off-campus Student Teaching Centers of
Michigan State University used for this study are briefly
designated below and shown on a map of the lower part of
the Lower Michigan Peninsula.

> Lansing Local Area refers to a district composed of
> the following school districts in and around the
> city of Lansing: Lansing, East Lansing and
> Waverley.

> Lansing Suburban refers to a broad area of school
> districts that are suburban to Lansing City.
> Mostly these districts lie from seven to twenty
> miles from the City Center. Some blurring of the
> two Lansing teaching center divisions exists be-
> cause of historical factors. For example, some
> Local Area schools are further from the City Cen-
> ter than are the closest of the schools in the
> Suburban Center. They have been retained in the
> teaching centers to which they were first allo-
> cated before the distinction between Suburban and
> Local was as clear as it now is.

> Flint Teaching Center uses the schools in and around
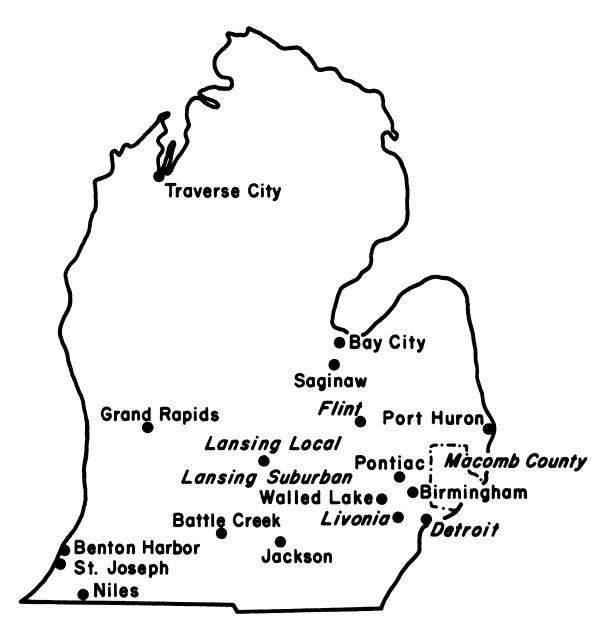> the city of Flint for placing student teachers.

<u>Detroit</u> refers to a center located in Wayne County
and using school districts within close geo-
graphical range. The title Detroit is historical
in that it refers to the time when that center
was the only Michigan State University teaching
center in that city.

<u>Livonia</u> refers to a center located in Livonia County
and using the school districts within close geo-
graphical range for placing student teachers.

<u>Macomb</u> refers to a center located in South Macomb
County and using school districts within close
geographical range for placing student teachers.

The map on the following page shows the Lower
Peninsula of the State of Michigan. The Michigan State
University Off-campus Student Teaching Centers are marked
and those selected for use in this study are printed in
italics.

FIGURE 1. GEOGRAPHIC DISTRIBUTION OF
SELECTED STUDENT TEACHING CENTERS

Italics designate centers used in this study

APPENDIX D

POPULATION DISTRIBUTION TABLES

BY DEMOGRAPHIC GROUPS

TABLE D.1--Demographic tables.

Sex and Marital Status

Marital Status	Males	Females	Total
Married	43	48	60
Single	17	55	103
Total	60	103	163

Year Status

Year	Number
Juniors	7
Seniors	132
Graduates	24
Total	163

Accommodation During Student Teaching

Accommodation	Number
Living with husband/wife	87
Living with parents/family	51
Living with friend(s)	10
Living alone in private house	12
Living in dormitory	3
Total	163

Commuting During Student Teaching

Commuting	Number
Commuting alone	12
Commuting with other student teacher	33
Not commuting	118
Total	163

TABLE D.1--<u>Continued</u>.

Main Teaching Subject During Student Teaching

Subject	Number
English	34
Social Studies	49
English and Social Studies	9
Mathematics	11
Science	12
Languages	9
Business Education	5
Home Economics	12
Physical Education	10
Art and Music	10
Industrial Arts	2
Total	163

Student Teacher Placement

Placement	Number
Cluster	46
Traditional	116
No answer	1
Total	163

Placement Centers

Centers	Number
Lansing local	47
Flint	21
Detroit	30
Lansing suburban	36
Livonia	12
Macomb	17
Total	163

Number of Student Teachers in One School

Number in One School	Number
Less than 4	64
4 to 6	40
7 to 9	46
More than 9	11
No answer	2
Total	163

TABLE D.1--Continued.

Level of School Taught

Level	Number
Junior High School	77
Senior High School	80
No Answer	6
Total	163

Previous Teaching Experience

Experience	Number
Teaching experience	38
Participation experience	63
No previous experience	62
Total	163

APPENDIX E

TABLES RELATING TO CHAPTER IV

TABLE E.1.--Ratings Awarded in Week 1 and Week 9: Men and
Women Student Teachers.

Men			Women		
Rating	Number of Students	% of Students	Rating	Number of Students	% of Students
Week 1					
0	1	2	0	4	4
1	5	8	1	2	2
2	38	63	2	62	60
3	3	5	3	5	5
4	3	5	4	8	8
5	5	8	5	19	18
6	4	7	6	2	2
7	1	2	7	1	1
	60	100		103	100
Week 9					
0	4	7	0	1	1
1	12	20	1	4	4
2	17	28	2	33	32
3	3	5	3	7	7
4	4	7	4	8	8
5	8	13	5	20	19
6	10	17	6	28	27
7	2	3	7	2	2
	60	100		103	100

TABLE E.2.--Ratings Awarded in Week 1: Groups with Teaching Experience, Participation Experience and No Experience in Teaching.

Teaching Experience			Participation Experience			No Previous Experience		
Rating	Number of Students	% of Students	Rating	Number of Students	% of Students	Rating	Number of Students	% of Students
0	1	3	0	3	5	0	1	2
1	3	8	1	1	1	1	2	3
2	23	60	2	43	69	2	36	58
3	0	0	3	4	6	3	4	6
4	5	13	4	3	5	4	3	5
5	4	11	5	8	13	5	11	18
6	2	5	6	1	1	6	3	5
7	0	0	7	0	0	7	2	3
	38	100		63	100		62	100

TABLE E.3.--Ratings Awarded in Week 9 to Those Respondents Who Were Rated 2 in Week 1: Groups with Teaching Experience, Participation Experience and No Experience in Teaching.

	Teaching Experience			Participation Experience			No Previous Experience	
Rating	Number of Students	% of Students	Rating	Number of Students	% of Students	Rating	Number of Students	% of Students
0	1	4	0	2	5	0	1	3
1	5	22	1	4	9	1	1	3
2	7	30	2	19	44	2	11	31
3	2	9	3	4	9	3	2	5
4	3	13	4	3	7	4	2	5
5	0	0	5	5	12	5	13	36
6	5	22	6	5	12	6	6	17
7	0	0	7	1	2	7	0	0
	23	100		43	100		36	100

TABLE E.4.--Ratings Awarded in Week 9: Groups with Teaching Experience, Participation Experience and No Experience in Teaching.

	Teaching Experience			Participation Experience			No Previous Experience		
Rating	Number of Students	% of Students	Rating	Number of Students	% of Students	Rating	Number of Students	% of Students
0	1	3	0	3	5	0	1	2
1	8	21	1	6	10	1	2	3
2	8	21	2	29	46	2	13	21
3	2	5	3	4	6	3	4	7
4	4	10	4	3	5	4	5	8
5	2	5	5	6	10	5	20	32
6	12	32	6	11	17	6	15	24
7	1	3	7	1	1	7	2	3
	38	100		63	100		62	100

TABLE E.5.--Ratings Awarded in Week 1 and Week 9:   Placement
    Groups of Fewer than 4, 4 to 6, 7 to 9 and more than 9.*

	Week 1			Week 9	
Rating	Number of Students	% of Students	Rating	Number of Students	% of Students
		Fewer than 4 in one placement			
0	2	3	0	2	3
1	4	6	1	6	10
2	41	64	2	13	20
3	4	6	3	3	5
4	1	2	4	2	3
5	9	14	5	18	28
6	3	5	6	19	29
7	0	0	7	1	2
	64	100		64	100
		4 to 6 in one placement			
0	3	7	0	2	5
1	1	3	1	3	7
2	24	60	2	17	41
3	0	0	3	1	3
4	7	17	4	1	3
5	3	7	5	5	13
6	1	3	6	10	25
7	1	3	7	1	3
	40	100		40	100
		7 to 9 in one placement			
0	0	0	0	1	2
1	1	2	1	2	5
2	28	61	2	16	35
3	3	6	3	5	11
4	2	5	4	8	17
5	9	19	5	5	11
6	2	5	6	8	17
7	1	2	7	1	2
	46	100		46	100

TABLE E.5.--<u>Continued</u>.

	Week 1			Week 9	
Rating	Number of Students	% of Students	Rating	Number of Students	% of Students
More than 9 in one placement					
0	0	0	0	0	0
1	0	0	1	5	43
2	8	73	2	3	27
3	0	0	3	0	0
4	1	9	4	1	10
5	2	18	5	0	0
6	0	0	6	1	10
7	0	0	7	1	10
	11	100		11	100

*The total for this table is 161 as two respondents neglected to answer this question.

APPENDIX F

PAPERS REFERRING TO

TEACHING CLUSTERS

EXPLANATORY NOTE FROM A CENTER DIRECTOR

TO TEACHERS IN HIS CENTER

Re: MSU Student Teaching Cluster Program

Most of you are aware that a rather different kind of student teaching program has recently been developed in this center. Briefly, this innovative program involves the assigning of a substantial number of student teachers to one building or to one or more subject areas in a building rather than to assign them to individual supervising teachers. With this kind of assignment the plan is to develop a flexible program that will allow each student teacher to work with more than one classroom teacher during student teaching. This enables each student teacher to observe several different teaching styles and to make several fresh starts in organizing subject matter and in establishing themselves as leaders in a classroom. This also gives them some exposure at different grade levels in their various subjects enabling them to make a more logical choice when they apply for teaching positions.

An article by Dr. Robert Oana describes in some detail a flexible approach in student teaching which calls for cooperation and communication among administrators, teachers, college personnel and student teachers in planning and implementing the best possible program for each student teacher. As described the program is expedited by a building consultant whose job it is to provide professional instruction to student teachers in regularly scheduled daily meetings and to help with all areas of the student teaching program. An important part of his work is to clear and confirm periodical student teacher schedule changes with all concerned.

One question that arises whenever a new program is instituted is, "How does this program affect me?", or "What am I expected to do?" One possible answer to this might be that there will be several levels of involvement for faculty members as this program progresses. First of all, and perhaps most important, it will be necessary for all of you to give philosophical support to the program and be willing to help give moral support to student teachers as they work in your schools. For example, there will be times when student teachers will be having problems of one sort or another and will need nothing more than a sympathetic ear--a sounding board--someone to try ideas out on. Sometimes the best person to try out ideas on is one who is not known very well by the student teacher. In short, the only kind of

involvement demanded of all teachers is a positive approach
to student teachers and a willingness to have a program of
this sort in your school.

A second level of involvement would be working on a
limited basis with one or more students. For example, it
is entirely possible that some student teacher will want to
teach for a period of time in their minor subject. This
might mean being willing, if asked, to have a student teacher
teach one of your classes for an hour a day for a week or
two. In this instance your job as a supervisor would be to
help the student teacher plan for that one class, observe
the student teaching and be available to talk to the student
teacher after the teaching experience. Another example of
limited involvement would be serving on a committee of class-
room teachers whose job is to observe and help the student
teacher. This would mean visiting the student teacher and
watching him teach one or two times either in your own
classroom or in someone else's classroom. This second level
would also involve participation in some student teaching
committee meetings to discuss the progress made by a given
student teacher and to offer suggestions for strengthening
that student teacher's performance.

A third level of involvement would be a willingness to
work with one or more student teachers on a more or less
regular basis, having these people teach a number of your
classes, not necessarily full time but a good bit of the
time. This might also include serving as chairman of a
committee for a given student teacher.

It is recognized at the outset that we will have some
people involved at each of these loosely defined levels.
This program will succeed only if we have almost everybody
involved at the first suggested level and if we have sub-
stantial numbers involved at the second and third suggested
levels. One of the reasons for proposing this kind of a
program is that student teachers have always been well
received and gotten excellent background and preparation in
this school district. What we are asking in this instance
is only a continuation of what has been true in the past.
That is, we are sure that all of you will approach this with
an open mind and will be willing at the very least to with-
hold judgment on the program until we find out how it
actually will work.

As an integral part of this total program, which is not
confined to student teaching, we can arrange for a number of
curriculum meetings involving many of you in one way or
another. These meetings can be scheduled for the most part
during the school day. These could be a continuation of
work already in progress by curriculum committees of one

sort or another or programs that have been discussed and seen as desirable by administrators and by teachers. Hopefully, you will be making use of the time that supervising teachers ordinarily have during the school day to work on whatever problems you as a faculty decide need your attention. While most of these meetings will involve a limited number of classroom teachers they need not be limited only to those who are currently working with student teachers.

The student teaching program gains from this kind of activity in that it offers an opportunity for student teachers to see a faculty in action, participating actively in curriculum work.

This program will only work if all of us, student teachers, faculty members, administrators, and MSU personnel involved, are free to ask questions and to propose changes at any time. In short, if we work together to build the best possible program for each student teacher and utilize the time while student teachers are here to attack pertinent curriculum or teaching problems defined by you we could all benefit.

POSITION PAPER ON STUDENT TEACHING PROGRAMS DEVELOPED

BY DEANS AND DIRECTORS OF MICHIGAN

TEACHER EDUCATION INSTITUTIONS

INTRODUCTION

Representatives of the teacher preparation institutions in Michigan have been working together for the past two years to develop improved programs of teacher education. Field experiences for student teachers have received special attention.

There has been general agreement that developing closer partnerships with public school offers real hope for greatly strengthening teacher education programs and simultaneously providing improved in-service education opportunities for the teachers in the schools.

This paper is an attempt to provide guidelines for such a program. It represents ideas which have been agreed upon in principle by representatives of the various institutions involved. It is recognized, however, that adaptations of the model program must be made by the several institutions to accomodate the unique characteristics and goals of each.

It is hoped the proposed program model will stimulate discussion with pubilc school personnel concerning the development of cooperative relationships from which mutual benefit may result.

PROGRAM DESIGN

In designing the structure of a model student teaching program, four main principles were considered paramount. They were:

1. The program for student teachers should provide great flexibility so that strengths and weaknesses of individual students will determine the specific program each will follow.

One of the frequent criticisms of our present programs of student teaching is our failure to provide for individual differences among our students. Regardless of the maturity, academic aptitude, natural ability or other personal factors involved, all students are marched through the same kind of program, for the same length of time, with little attempt made to especially design a student teaching experience

around their particular strengths and weaknesses. We advocate individual attention but often put all students through a lock-step program with little thought to their individual needs.

An individually designed program can build upon the unique competencies of each student teacher.

2. <u>The student teacher should be involved in a program which is designed to provide contact with several teachers and various teaching styles.</u>

Present programs of student teaching commonly call for the assignment of the prospective teacher to an experienced teacher who is responsible for his "supervision." This usually means the student spends most of his time in the classroom of his supervisor with little chance for exposure to other teaching models.

A well designed student teaching experience should not be so narrowly structured. Instead, it should provide for contact between the student teacher and several different classroom teachers, enabling him to learn from each as he seeks to develop his own teaching style.

3. <u>The program should be structured to provide many other kinds of school experiences for the student teacher in addition to classroom teaching.</u>

We have always verbalized a desire for students to take part in many activities in the school besides that of teaching a group of thirty youngsters in the normal class-room environment. Usually, however, no formal structure exists to ensure that such opportunities are offered. We have, in fact, frequently scheduled the student full time with a single teacher and thereby limited his opportunities to participate in other activities which would have learning value for him. There are many things of importance for a student teacher to learn about a school and his role in it in addition to those which take place within the four walls of his classroom.

4. <u>Effective means should be developed to bring practicing teachers and teacher preparation institutions into a true partnership in the design and implementation of teacher education programs.</u>

Colleges and universities often tend to work in isola-tion at the task of producing better teachers for the nation's classrooms. Greater involvement of classroom practitioners can add strength to the design and implementation of programs of teacher preparation. Their involvement can facilitate

blend of the practical and the theoretical which can help
keep teacher education programs relevant to the needs of
prospective teachers.

A PROPOSED MODEL

Students should spend full-time in student teaching
and be assigned to school buildings in clusters with one
university faculty member responsible for guiding the
experiences of the students in no more than two buildings.
These buildings should be in as close proximity as possible
and the total number of students assigned per faculty member
should not exceed twenty.

Scheduling clusters of students in this way will permit
assigning a college faculty member to work with them full
time. He then, along with a liaison person from the teaching
staff of the building, can develop a program for each student
on a weekly or sometimes even daily basis.

Each student's schedule will include, of course, a
good deal of classroom teaching experience but not necessarily
under the supervision of a single teacher. For example, the
student might be teaching three classes in Social Studies
but under the guidance of three different teachers.

In addition, the student will engage in an organized
program, designed especially for him, to learn about the many
other facets of a teacher's job outside the formal classroom
setting. Included might be such things as (a) working with
small groups or individuals in remedial tutoring situations;
(b) visiting homes of students and learning about community
activities; (c) learning about the administration of a
school as viewed by the principal, attendance officer,
custodian or groundskeeper; (d) learning about and working
with social agencies influential in the community; and (e)
becoming familiar with the special services of the school,
(guidance, remedial reading, school nurse, library, audio-
visual aids and the like).

Student teachers should be assigned by the university
instructor in cooperation with the building liaison person
designated by the school, to a schedule of activities designed
to foster the greatest possible learning of the student
teacher during the ensuing period. The individualized
schedule for each student should be examined weekly or
oftener and revised as other experiences promise to provide
a better learning opportunity for him. Normally, assignment
to at least one or two teachers and classes would be continued
for several weeks in order to provide an extended experience
with the same group of students and permit the development

of long range units of instruction. Other scheduled activities would be chosen after careful assessment of the growth rate and identified needs of the student.

The activities chosen would be selected not only to help develop the professional competencies of the student, but also the personal, social and academic competencies.

There should be a planned sequence of activities in which student teachers would engage as they progress toward the more complex problems of instruction. In addition to having contact with several teachers and classes to observe instructional styles, a student would have contact and experience with succeedingly more difficult methods of instruction e.g. lecture, discussion, unit teaching, problem solving, and inquiry learning, and would move through as many of these as he is capable of and as rapidly as he is capable of moving.

The university instructors working in the schools should be constantly alert to opportunities for cooperation between the university and the public schools. They should provide the channel for dialogue between the campus and the school classroom. They can, through close association with the teaching staff, identify teachers for appointment to college planning committees and can be identified to help with public school problems. It is at this point that the academic specialist plays a vital role working cooperatively with school district personnel.

By conducting subject matter seminars, serving as a consultant on curriculum and other instructional problems and by participating in jointly planned experimental projects of an innovative nature, the academic specialist can exert a direct impact on the quality of the total educational program. Another important function of the academic specialist will be to assist the university field instructor in improving the skills of teachers and to aid those student teachers who may be having difficulties relating to their subject matter field.

ANTICIPATED BENEFITS FROM THE PROPOSED PROGRAM

Each participating institution has unique resources. A student teaching program designed in this manner permits these resources to flow freely among participants. The exchange between the institutions then is one of professional services rather than monetary reward. The benefits anticipated under the proposed program include:

A. TO THE STUDENT

The more capable students will be permitted, encouraged, and expected to reach higher levels of competency than is achieved in the usual program where they often reach a plateau early in the student teaching period and continue through the experience without much additional challenge.

The less capable students will be able to move at a pact more appropriate to their abilities, and while not schieving competence in all phases of teaching, will reach a satisfactory level in the minimum program without the frustration of over-expectation.

More student teachers will have contact with the very outstanding teachers in the building. These master teachers can serve as models for several student teachers instead of restricting their contact to "their own" single student teacher.

Students will observe and gain experience with many kinds of problems and activities in a way not possible in the typical program. These might include:

a. Problems of the new teacher (The current defini-
    tion of a "Supervising teacher" precludes contact
    by a student teacher with first-year teachers).

b. Problems of handling "difficult" student groups.
    (Assignments are normally voluntary on the super-
    vising teachers part, and most teachers of "difficult"
    groups are unwilling to have student teachers as-
    signed to them for their full-time experience in
    the traditional program.)

c. Instructional techniques for slow learners or
    academically talented students. (Not many of
    these groups are available in the typical school
    and since the room is something other than absolutely
    "normal" is usually not chosen as a student teaching
    station.)

There can be higher morale among student teachers because of an increased opportunity to share common concerns with their peers and to assist each other with their problems.

Students can have a better relationship with the teachers in the building. The proposed program provides for shifting assignments and schedules when advisable so changes will not be identified as resulting from failure on an indi-vidual teacher's part. In addition, the teacher is relieved of the often burdensome responsibility of having the student teacher continuously in his presence.

B. TO THE TEACHERS AND THE SCHOOL

Some classroom teachers are hesitant to accept the full responsibility for a student teacher and thus never realize the satisfaction that can come from working with teachers in preparation. The proposed program will enable students and teachers to develop short term contacts in order to try out the relationship. Those contacts can continue so long as they are productive for the student and the teacher, or can be terminated if this action seems in the best interests of either.

The inservice growth opportunities for the classroom teacher will be greatly increased. The university represent- ative can work directly with the staff to determine their needs and interests as a basis for arranging university participation in in-service activities. The exact nature of this involvement would be developed in an unique manner for each school according to its operating procedures and needs.

The greatly increased instructional resources available in a school building makes possible the release of individual teachers on occasion from their normal responsibilities. They thus can have time to do some of the things which normal duties do not ordinarily permit, such as: plan and prepare for highly creative teaching; work on curriculum problems or the like; work with individual pupils or groups; and work with parents or with representatives of community service agencies.

The school program can be enhanced and enriched by many activities which the students can well direct as they gain experience with pupils and programs. Additional special talents in arts and crafts, vocal and instrumental music, creative dramatics, athletics, etc. help add to the resources available to the children.

The presence of student teachers in a school can have a healthy psychological effect upon experienced teachers. Students often bring with them new ideas and the very fact that they are around can inspire regular teachers to be better than they normally are.

The increased instructional resources would provide for additional aid in the classroom proper, and also provide remedial services of many kinds for small groups or individ- uals outside the formal classroom setting.

One other benefit to the school system has long been recognized. This is the opportunity it provides for the school district to employ excellent beginning teachers.

There is little doubt that students who have a pleasant and successful experience during their student teaching feel a security in the school where these experiences took place. Under the proposed program, the school district will have an opportunity to observe the performance of the student in a variety of situations and can make more valid judgments about whether to offer employment on a permanent basis.

C. TO THE PUPILS IN THE SCHOOL

Pupils in the schools have sometimes served without choice, as guinea pigs for teacher education programs. The primary reason for any negative reaction from them or their parents is that student teaching programs have not been designed to serve the best interests of the pupils.

The proposed program would make possible the advantage of additional personnel, new ideas and a stimulating learning climate provided by professionals in preparation.

Pupils would have an increased opportunity for individual attention and individual instruction. This would be more likely to occur than in the usual program because of the flexible schedule for student teachers and the help they would have in planning individualized sessions with specific pupils.

D. TO THE COLLEGE OR UNIVERSITY

An institution charged with the responsibility for preparing new teachers has as its first concern offering the best possible program its faculty is able to design for this purpose. It is obvious then, that if the program leads to better prepared teachers it is helping the institution to realize its goal.

However, there are other distinct advantages to the institution of higher education which should be identified. One is that the proposed program allows for the university faculty member's time to be used more efficiently and effectively. He no longer must spend many hours in his automobile traveling from school to school, but instead can spend his time where he can be most useful, with the students in his charge.

The element of greatly increased time available to his students makes it possible for him to become a much more effective instructor. Now he can work closely with his students on the unique problems of each. Under the traditional system which makes possible only a very limited contact with each student teacher, the university representative really has little chance to affect the behavior of the student in a very meaningful way.

Developing effective in-service education programs for teachers in cooperating public schools also, in a sense, provides in-service education for the college or university staff members working with these programs. They are forced to stay close to the problems of the classroom teacher and can't become isolated within the ivy-covered walls of a college divorced from the realities of teaching and teachers. This can have a very wholesome effect upon what takes place in the preparation program of the prospective teacher.

Approved by Deans and Directors
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