A STUDY OF CRITERIA FOR SELECTION OF COLLEGE SUPERVISORS
OF STUDENT TEACHERS AS PERCEIVED BY STUDENT TEACHING
ADMINISTRATORS OF SELECTED INSTITUTIONS OF
THE SOUTHEASTERN REGIONAL ASSOCIATION
FOR STUDENT TEACHING

Thesis for the Degree of Ph. D.
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GEORGE DAVID YOUSTRA
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This is to certify that the

thesis entitled

A STUDY OF CRITERIA FOR SELECTION OF COLLEGE SUPERVISORS
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ADMINISTRATORS OF SELECTED INSTITUTIONS OF
THE SOUTHEASTERN REGIONAL ASSOCIATION
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George David Youstra

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of the requirements for

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George R. Myers
Major professor

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ABSTRACT

A STUDY OF CRITERIA FOR SELECTION OF COLLEGE SUPERVISORS
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By

George David Youstra

The purpose of this study was to determine if there were any established criteria or job specifications currently accepted and being used by the administrators of student teaching programs when selecting college supervisors. A second purpose was to determine if these same student teaching administrators perceived that a list of criteria for the selection of college supervisors is important to the success of college supervisors.

Underlying the investigation were the following assumptions:

1. That an adequate student teaching experience is more likely to result when certain general criteria are employed in the selection of college supervisors.

2. That the college supervisor must be carefully selected since not all possess the qualities and level of competence necessary for serving in this capacity.

3. That the criteria used for the selection of college supervisors will apply to all programs where college supervisors of student teaching are involved.

4. That administrators of student teaching programs have convictions as to the type and quality of college supervisor that they want working with their student teachers, principals, and supervising teachers.

5. That serving as a college supervisor requires special qualities and competencies.

6. That administrators of student teaching programs have responsibilities to determine the personal and professional competencies that college supervisors should possess.

7. That since the basic responsibility for the administration of quality student teaching programs rests with institutions of higher learning, the selection of college supervisors represents one of the primary factors relating to the quality of teacher education programs.

8. That this study was not intended, nor should it be construed, as an evaluation of any student teaching program, administrator of student teaching, or institution.

The population of the study included one hundred seventy-six members of the Southeastern Regional Association for Student Teaching. A questionnaire containing twenty-eight criteria which had been developed from the literature

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was forwarded, bringing responses from representatives of
one hundred two institutions of higher learning in the ten
Southeastern states of Alabama, Florida, Georgia, Kentucky,
Mississippi, North Carolina, South Carolina, Tennessee,
Virginia, and West Virginia. A representative sample of
twenty administrators of student teaching programs was then
selected from the population to be interviewed. These
interviews, were centered around the following questions:

1. Do you believe that a list of job specifications or
   criteria are necessary or useful when interviewing or
   selecting supervisor candidates?

2. Do you believe that the list of criteria contained in
   this questionnaire is important to the success of future
   college supervisors?

3. Would you like to change or add to these criteria for
   selection?

4. Does your institution or department have job require-
   ments, criteria, or specifications for the position of
   college supervisor of student teaching?

   A further dimension to the study was added by admin-
istering the same questionnaire to a group of thirty-two
public school supervising teachers to ascertain if they
perceived the criteria for the selection of college super-
visors of student teaching the same way as the respondents
from the Southeastern Regional Association for Student

Teaching. Chi-square tests of homogeneity were conducted for each criterion at the .05 level of significance.

Conclusions of the Study

Within the limitations of this inquiry, the following conclusions were supported:

1. There was found to be an absence of established criteria or job specifications for the position of college supervisor of student teaching.

2. Twenty of the twenty-eight criteria were considered "basic, necessary requirements" for college supervisors by a majority of the population.

3. There was some disagreement between college personnel and the public school teachers over the importance of some of the selection criteria.

4. The administrators of student teaching programs were in agreement that a list of criteria would be helpful when attempting to select new college supervisors of student teaching.

5. The administrators were in agreement that a list of criteria, similar to the one in the questionnaire, would be important to the success of future college supervisors of student teaching.

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By

George David Youstra

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THE NATURE OF THE INVESTIGATION

Introduction to the Study

The expansion of student teaching programs in recent years to cover increased enrollments and provide more realistic experiences has brought a legion of new concerns, responsibilities, and challenges to teacher educators. Not the least of these focuses on the college supervisor, who, cognizant of the movement of teacher education programs into public school facilities, on a greater scale than ever before, has become a (1) liaison person between the school systems and the institution of higher learning; (2) a resident "father-mentor" of sorts to the student teachers away from the campus; (3) an "interpreter" of college policies; (4) a resource person to the public school teachers; (5) and a college instructor. Succintly put, his role is that of a "team-man."[1] While his responsibilities vary from institution to institution, the college supervisor may hold or share any of the following responsibilities:

1. Assisting the director of student teaching in the assignment of student teachers and recommending reassignment when necessary.

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[1]John U. Michaelis, "Teacher Education--Student Teaching and Internship," Encyclopedia of Educational Research, ed. by Chester W. Harris, (New York: The Macmillan Company, 1960), p. 1477.

2. Orienting student teachers to the school environment in which they will do their student teaching.

3. Establishing and maintaining good relationships between colleges and cooperating schools.

4. Acquainting cooperating school personnel with the philosophy, objectives, organization, and content of the teacher education program.

5. Learning the philosophy, objectives, organization, and content of the cooperating school program.

6. Helping supervising teachers and other members of the supervisory team to understand and hence improve their performance in their supervisory role in the teacher education program.

7. Working with college and cooperating school personnel in planning an appropriate program of experiences for student teachers.

8. Observing and conferring with student teachers in order to help them improve their instructional practices through clinical experiences in which the teaching-learning situation and related planning and evaluation activities are examined.

9. Consulting with supervising teachers and other professionals in order to analyze the performance of student teachers and plan experiences that will lead to their greater understanding and, therefore, to the improvement of their teaching.

10. Counseling with student teachers concerning problems of adjustment to their teaching role.

11. Conducting seminars or teaching courses designated to supplement and complement student teaching experiences.

12. Consulting with cooperating school personnel on curricular, instructional, and organizational matters when requested.

13. Analyzing and refining their own professional skills.

14. Cooperating with other college and school per-
    sonnel in evaluating and refining the teacher
    education program.[2]

Regardless of whether college supervisors work in on-

campus or in off-campus programs, there are those who believe

that this position requires special role qualifications. The

following statement by the authors of Bulletin Number 11 of

the Association for Student Teaching illustrates this point.

> . . . Not only does the work require a great amount
> of time, but also it requires a person who knows
> what is involved in good teaching and who is able
> to help others analyze teaching-learning situations.
> The work also requires a high degree of leadership
> ability, for, above all, the college supervisor must
> be able to establish and maintain good working real-
> tionships with public school teachers, administrators,
> student teachers, and fellow faculty members. To do
> this successfully, he must be sensitive to human
> relations and must understand their impact on all
> persons involved in the program. Only those members
> of the faculty whose qualifications most closely
> approach these should be considered for the position
> of college supervisor.[3]

Ruman[4] buttressed this position further when he wrote

that the "selection and preparation of . . . college supervisors

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[2]Commission on Standards for Supervising Teachers and
College Supervisors, The College Supervisor: A Position
Paper (Cedar Falls, Iowa: Association of Student Teaching,
1968), pp. 5-6.

[3]Howard T. Batchelder, Richard E. Lawrence and George
R. Myers, A Guide to Planning Off-Campus Student Teaching,
Bulletin No. 11 (Cedar Falls, Iowa: The Association for
Student Teaching, 1959), p. 18.

[4]Edward L. Ruman, "In-Service Education of Supervising
Teachers and College Supervisors," Partnership in Education,
ed. by E. Brooks Smith, et. al. (Washington D.C.: The
American Association of Colleges For Teacher Education,
1968), p. 270.

are significant factors in the development of sound student teaching programs." He also cogently pointed out that the college supervisor "must be provided with sophisticated, well-organized experiences which will enhance those understandings and perceptions which may reasonably assure the competence necessary for effective supervision."[5]

Conant[6] and Pogue[7] echoed the need for qualified college supervisors while Hess[8] and Pfeiffer[9] consider the lack of professional preparation among supervisors and others among the greatest problems of student teaching. An A.S.T. Commission on Standards ascerted that "serving as a college supervisor requires special qualities and competencies."[10]

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[5]Ibid.

[6]James Bryant Conant, The Education of American Teachers (New York: McGraw-Hill Book Company, Inc., 1963), p. 143.

[7]E. Graham Pogue, "Student Teaching: The State of the Art," Innovative Programs in Student Teaching, ed. by Roy A. Edelfelt, (Baltimore: Maryland State Department of Education, 1969), p. 24.

[8]Mary Bullock Hess, "A National Survey of State Practices and Trends in Student Teaching," Innovative Programs in Student Teaching, ed. by Roy A. Edelfelt, (Baltimore: Maryland State Department of Education, 1969), p. 44.

[9]Robert T. Pfeiffer, "Common Concerns of College Supervisors," The College Supervisor, Conflict and Challenge, Forty-third Yearbook of the Association for Student Teaching, (Cedar Falls, Iowa: The Association for Student Teaching, 1964), pp. 11-20.

[10]Op. cit., The College Supervisor: A Position Paper, p. 6.

Therefore, it seems reasonable to assume on the basis of the increased enrollments in teacher education[11] and the expansion and complexity of the programs[12] that a unique breed of college supervisors is needed to insure quality experiences for student teachers.

Need for the Study

Allusions have already been made to the many that have called attention to the important role the college supervisor plays in a student teacher's experience.[13] Moreover, it is becoming clear that with role descriptions and responsibilities having become more clearly delineated in most areas of teacher education, general criteria can be developed for the selection of college supervisors. Some have felt that if utilized in conjunction with other criteria appropriate to specific local circumstances, these general criteria can serve as effective guides in selecting qualified college supervisors of student teaching.[14] To be more

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[11]Glenn Hontz, "Redefining Roles in the Supervision of Student Teachers," The College Supervisor, Conflict and Challenge, Forty-third Yearbook of the Association for Student Teaching, (Cedar Falls, Iowa: The Association for Student Teaching, 1964), p. 132.

[12]Ibid.

[13]For example, see Chapters I, II, and XII, The College Supervisor, Conflict and Challenge, Forty-third Yearbook of the Association for Student Teaching, (Cedar Falls, Iowa: The Association for Student Teaching, 1964), pp. 3-10; 11-20; 132-145.

[14]Op. cit., The College Supervisor: A Position Paper, p. 6.

accurate, at the present time there is no single list of criteria for selection of college supervisors in the literature on student teaching which is generally accepted and used as a guide by those involved in the hiring processes.

Statement of Purpose

The purposes of this study are as follows:

1. To determine if there are any established criteria or job specifications currently accepted and being used by the administrators of student teaching programs when hiring college supervisors.

2. To determine if these same student teaching administrators perceive that a basic list of criteria for the selection of college supervisors is important to the success of college supervisors.

These accomplishments would provide additional tools for meeting the functional challenge of selection.

Hypotheses

The hypotheses to be tested in this study are as follows:

1. "The established criteria presently used for the selection of college supervisors of student teaching at the institutions represented in this study show some concurrence."

2. "There is agreement among the student teaching administrators of the institutions of this study that the use

of a list of criteria contributes to the success of college supervisors."

As was pointed out earlier, there is no single list of criteria for selecting college supervisors evidenced in the professional literature on student teaching. However, the absence of a single list should not persuade one to maintain a stance which refuses to accept some concurrence with regard to criteria for selection of college supervisors.

Underlying Assumptions of the Study

The following observations seem to be reasonable assumptions upon which this study may be based:

1. That an adequate student teaching experience is more likely to result when certain general criteria are employed in the selection of college supervisors.

2. That the college supervisor must be carefully selected since not all possess the qualities and level of competence necessary for serving in this capacity.

3. That the criteria used for the selection of college supervisors will apply to all programs where college supervisors of student teachers are involved.

4. That administrators of student teaching programs have convictions as to the type and quality of college supervisor they want working with their student teachers and supervising teachers.

5. That serving as a college supervisor requires special qualities and competencies.

6. That administrators of student teaching programs have
    responsibilities to determine the personal and profes-
    sional competencies that college supervisors should
    possess.

7. That since the basic responsibility for the administra-
    tion of quality student teaching programs rests with
    institutions of high education, the selection of college
    supervisors represents one of the primary factors rela-
    ting to the quality of the teacher education program.

8. That this study is not intended, nor should it be con-
    strued, as an evaluation of any specific student
    teaching program, administrator of student teaching, or
    institution.

Limitations of the Study

It should be noted that an exploratory study of this
nature cannot be all encompassing. This study is, therefore,
(1) limited to a number of selected institutions of higher
learning in the southeastern region of the United States
which carry on teacher education programs. Although there
are a number of important and dynamic components to the
current field of teacher education, (e.g., the elementary
intern program offered at some institutions) this study
(2) will concern itself only with the area of student
teaching--both elementary and secondary. Moreover, the
participants in this study (3) have been selected regardless

of length of service or experience within the normal limitations of the questionnaire-interview technique. In order to determine the attitudes of supervising teachers toward the selected criteria, (4) a group of public school supervising teachers that worked with the author at Michigan State's Macomb Teacher Education Center were used because of their interest and concern in this area. An analysis of their participation will follow in a later chapter.

Operational Definitions of Variables

1. **Supervisor of Student Teaching.**--An individual employed by the teacher-education institution to work cooperatively with supervising teachers and student teachers. The college supervisor is not to be confused with the high school supervising teacher; moreover, for the purposes of this study he will henceforth be referred to as the college supervisor as opposed to the college or resident coordinator. The semantics of the word "supervisor," as it has special reference to student teaching and the college supervisor, were discussed by Smith in A.S.T.'s Forty-third Yearbook.[15]

2. **Student Teaching Administrator.**--That administrator at the teacher-education institutions represented in the sampling as the director of the student teaching program.

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[15]E. Brooks Smith, "The Case for the College Supervisor," The College Supervisor, Conflict and Challenge, Forty-third Yearbook of the Association for Student Teaching, (Cedar Falls, Iowa: The Association for Student Teaching, 1964), p. 169.

Although his title may be that of a dean, a director, or a coordinator, for the purposes of this study, he will be known as the student teaching administrator.

3. Southeastern Regional Association for Student Teaching.-- A regional organization of teacher educators connected with the Association for Student Teaching (A.S.T.), a wing of the National Education Association. On February 28, 1970, the name of the national A.S.T. was formally changed to the Association of Teacher Educators (A.T.E.). For the sake of clarity this study will use A.S.T. and A.T.E. interchangeably.

Overview of Subsequent Chapters

In Chapter Two pertinent literature and related studies will be discussed while in Chapter Three the design of the study, the instrument, procedures and collection of data, and statistical information will be treated. Chapter Four will be devoted to an analysis of the data, which will in turn be summarized and interpreted in Chapter Five. Certain implications and recommendations will also be found in Chapter Five.

Summary

In summation, significance and need of the study, statement of purpose, hypotheses, underlying assumptions, limitations, and operational definitions were treated in Chapter One. This chapter closed with an overview of subsequent chapters.

CHAPTER II

REVIEW OF RELATED LITERATURE

Background

In a recent publication of the Association for Student
Teaching[1] attention was focused on the increased acceptance
of the role of teacher education in our society and how this
increase had fostered further study of the various components
of the student teaching program. Although Boyce,[2] Doane,[3]
and Woodruff[4] found that student teaching has been con-
sidered for many years the most worthwhile requirement in
the teacher-education program, the general status of critical
data on student teaching was held, until recently, to be
poor.[5] The past few years, however, have witnessed numerous

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[1]The Director of Student Teaching: Characteristics
and Responsibilities, Research Bulletin No. 7. (Washington,
D.C.: The Association for Student Teaching, 1968), p. 1.

[2]Kate L. Boyce, "What Is The Most Important Part of
Teacher Training?" Ohio Schools, XXX (April, 1952), 162-63.

[3]Kenneth Ralph Doane, "A Study of the Professional
Curriculum Requirements for the Preparation of High School
Teachers in the United States," Journal of Experimental
Education, XVI (September, 1947), 66-69.

[4]Asahel D. Woodruff, "Exploratory Evaluation of Teacher
Education," Educational Administration Supplement, XXXII (1946).

[5]Rohen J. Manski, ed., Needed Research in Teacher Edu-
cation, (Washington, D.C.: American Association of Colleges
for Teacher Education, 1954), 62.

studies of the <u>roles</u>, <u>characteristics</u>, and <u>responsibilities</u> of the student teacher, the college supervisor, and the director of student teaching.[6] A careful analysis of a number of recent publications of the Association for Student Teaching, (recently changed to the Association of Teacher Educators), reveals indepth studies on all of the important components of student teaching.[7] Moreover, an A.S.T. annotated bibliography,[8] cites no fewer than a dozen recent studies on the roles, characteristics, and responsibilities of the student teacher, the supervising teacher, the college supervisor, (or coordinator) and the director of student teaching.

In spite of this recent influx of studies, to date very little has been done with criteria used for selecting personnel to adequately staff and service student teaching programs. Johnson[9] reported on various criteria used by administrators of Big Ten Universities to select supervising teachers in secondary schools. He found agreement on five

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[6]<u>Op</u>. <u>cit</u>., A.S.T. Bulletin No. 7, p. 1.

[7]<u>Ibid</u>. (As well as <u>The College Supervisor, Conflict and Challenge</u>. Forty-Third Yearbook, 1964; <u>Professional Growth In-service of the Supervising Teacher</u>. Forty-Fifth Yearbook, 1966).

[8]Ruth Heideback and Margaret Lindsey, eds., <u>Annotated Bibliography on Laboratory Experiences and Related Activities in the Professional Education of Teachers</u>, (Washington, D.C.: The Association for Student Teaching, 1968).

[9]Manley F. Johnson, "A Study of Criteria For Selection of Supervising Teachers in Secondary Schools As Perceived By Student Teaching Administrators." (unpublished Ed. D. dissertation, Michigan State University, 1968), 1-97.

of eighteen selected criteria, while a majority of the other items were agreed upon by seven of the ten administrators.

An A.S.T. Position Paper[10] proposed fourteen criteria for the <u>selection of supervising teachers</u>, while Edwards[11] suggested a number of competencies <u>for supervising teachers</u> related (1) to classroom procedures and techniques; (2) to working relationships between the supervising teacher and the student teacher; (3) to the transition from the relatively inactive status of the student teacher at the beginning of student teaching to his active status later in the assignment; (4) to personal characteristics or traits of the supervising teacher that might be emulated by the student teacher; and finally, (5) to developing broad professional and school responsibilities.

Kelley[12] suggested forty-three criteria for the <u>selection of supervising teachers</u>, while Charles Rogers[13] found five criteria associated with supervising teacher effectiveness.

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[10]Commission on Standards for Supervising Teachers and College Supervisors, "The Supervising Teacher: A Position Paper" (Cedar Falls, Iowa: Association for Student Teaching, 1966), p. 4.

[11]Karl D. Edwards, "Competencies of the Supervising Teacher," <u>Professional Growth Inservice of the Supervising Teacher</u>, Forty-Fifth Yearbook of the Association for Student Teaching (Cedar Falls, Iowa: The Association for Student Teaching, 1966), 19-20.

[12]David George Kelley, "An Exploratory Study of the Criteria Used by College Supervisors of Student Teachers and Elementary School Principals in the Selection or Recommendations of Cooperating Teachers" (unpublished Ed. D. dissertation, Columbia University, 1965).

[13]Charles Harman Rogers, "Factors Associated with Supervising Teacher Effectiveness" (unpublished Ed. D. dissertation, Cornell University, 1965).

In A.S.T.'s Research Bulletin Number Seven,[14] such competencies as the educational and personal characteristics of <u>directors of student teaching programs</u> were treated in depth. Although this A.S.T. study was concerned primarily with the characteristics and responsibilities of directors, it is apparent that the criteria for the selection of college personnel is based on this kind of information, as noted in the following statement from Bulletin Seven: "The project was undertaken because it was felt that the information gained would be of value and of use to those responsible for assigning duties to directors of student teaching."[15]

Criteria On College Supervisors

Coincident with the forementioned studies dealing with criteria used for selecting supervising teachers and the A.S.T. study dealing with directors of student teaching programs, is the apparent dearth of any concrete inquiries concerning criteria for <u>selecting college supervisors</u>, with but several exceptions.

Inlow[16] briefly suggested a number of job criteria for college supervisors including the following:

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[14]<u>Op. cit.</u>, A.S.T. Bulletin No. 7, p. 5-24.

[15]<u>Ibid.</u>, p. 1.

[16]Gail M. Inlow, "The Complex Role of the College Supervisor," <u>Educational Research Bulletin</u>, XXXV (January, 1956) pp. 10-17.

1. Some theoretical (course work) as well as practical experience in <u>human relations</u>;

2. Some experience and credit hours in counseling processes;

3. Some background in <u>psychology</u> to help him better understand personality patterns and group interactions;

4. A knowledge via experience of the <u>grade levels or subject matter areas</u> wherein supervision will take place;

5. Should be able to <u>teach appropriate college courses</u> in curriculum, methods, educational psychology, or related subjects;

6. Should be a general practitioner as opposed to a specialist;

7. If a Ph. D. is needed by other college faculty, it is likewise needed by the college supervisor--or at least he should be working toward the doctorate.

The A.S.T. Commission on Standards for Supervising Teachers and College Supervisors has presented guidelines for the selection of supervising teachers[17] and college supervisors.[18] Ruman and his committee listed the following twelve criteria for selecting college supervisors:

> 1. Presents evidence of having had at least three years of successful teaching experience at the level he is to supervise.

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[17]<u>Op</u>. <u>cit</u>., Association for Student Teaching, "The Supervising Teacher: A Position Paper."

[18]Commission on Standards for Supervising Teachers and College Supervisors, "The College Supervisor: A Position Paper" (Cedar Falls: Iowa: Association of Student Teaching, 1968), 6-7.

3. Knows the roles of others in the teacher education program.

4. Understands the programs, personnel, and problems of cooperating schools, especially at the level where he supervises.

5. Is a student of teaching and learning and is able to separate the concepts from the mass of folklore, cliches, and intuition that often pass for knowledge about teaching. Is able to analyze, examine, and conceptualize the teaching act in light of an appropriate theory of learning.

6. Is able to utilize recent developments and trends in order to demonstrate good teaching at the classroom level where he is working.

7. Accepts willingly the opportunity to serve in the capacity of college supervisor.

8. Knows the structure and inquiry procedures of the subject matter at the level he supervises.

9. Displays leadership skills in working with people.

10. Demonstrates ability to work effectively with persons of all levels of professional sophistication and status on a one-to-one basis as well as in groups.

11. Possesses a thorough understanding of student teaching and wide knowledge of many student teaching programs and practices.

12. Innovates and puts ideas to the test.[19]

A survey was reported of one hundred thirty cooperating teachers concerning their reactions to the responsibilities of the college supervisor. They reported that they felt that the college supervisor should:

1. Visit the classroom of the supervising teacher frequently enough to become acquainted with the students and their teaching practices.

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[19]Op. cit.

2. Provide the supervising teacher with pertinent information about the student teacher.

3. Share responsibility of evaluation of the student teacher with the principal, the supervising teacher, and the student teacher.

4. Help the supervising teacher understand and play her role in the student teaching program.

5. Help the supervising teacher and the student teacher resolve any problems which develop in the student teaching experience.

6. Acquaint the supervising teacher with what is expected from the student teacher--diaries, evaluations, reports, and the like.

7. Be willing and able to make suggestions for the improvement of instruction in the classroom of the supervising teacher.

8. Help the supervising teacher and the principal provide opportunities for the student teacher to participate in varied and extensive activities in the total school program.

9. Provide sources of information as requested by the supervising teacher or the student teacher.

10. Observe the prospective supervising teacher in action several times prior to any student teaching assignment.

11. Place the student teacher with the supervising teacher who can provide high quality teaching experiences.

12. Help the principal in his preparation for the induction of the student teacher into his school program.

13. Consult and advise with the student teacher as the occasion dictates.

14. Observe the student teacher in action and follow the observations with a three-or-four way conference.

15. Help the college understand and discharge its
    responsibilities to the student teaching program
    in the laboratory and cooperating schools.[20]

Therefore, in spite of the growing demands for competent personnel to serve colleges and universities in the role as supervisors of student teachers, a vacuum apparently continues, caused by the lack of clear job definitions on the one hand,[21] and the absence of agreed upon criteria to be used by directors of student teaching and other college administrators involved in hiring personnel. More specifically, are there any agreed upon job specifications?

Summary

Thus, the preceding discussion of the related literature attempted to establish some background for the study by the following:

1. Focusing attention on the increased acceptance of the role of teaching education in our society;

2. Calling attention to the recent increases of acceptable studies dealing with the teacher-education program;

3. Focusing some discussion on limited inquiries that have been made concerning the selection of college personnel to adequately staff and service student teaching programs;

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[20]William A. Bennie, Cooperation for Better Teaching (Minneapolis: Burgess Publishing Company, 1967), p. 46, citing The Supervising Teacher, 38th Yearbook, The Association for Student Teaching, 1959, p. 91.

[21]Op. cit., The College Supervisor, Conflict and Challenge, p. 11.

4. Highlighting the apparent lack of lists of agreed upon
   criteria for selecting college supervisors of student
   teaching.

Hopefully, this study will contribute the kind of information which will help directors of student teaching programs and other college administrators decide on and describe the job specifications for the kinds of people needed to do the job effectively. The supervision of student teachers calls for talented people. Myers and Walsh put it this way:

> College or university coordinators bear heavy
> responsibility for the continuous operation of suc-
> cessful professional laboratory experiences. They
> represent the philosophy, responsibility, and
> authority of the institution of higher education in
> the community and on the campus. They are person-
> ally and professionally "tuned" both to the institu-
> tion and the community. They reflect changes and
> adaptations that are both hidden and apparent in the
> operation and administration of the program.
>
> The coordinators are administrators, teachers,
> troubleshooters, and professional confessors all in
> one. They listen more than they talk and they see
> more than they report. They are trusted and respon-
> sible yet remain the moderators of the entire intern-
> ship or student teaching program.[22]

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[22]George R. Myers and William J. Walsh, _Student Teaching and Internship in Today's Secondary Schools_ (Columbus, Ohio: Charles E. Merrill Books, Inc., 1964), p. 18.

CHAPTER III

PROCEDURES UTILIZED IN THE STUDY

Introduction

The purposes of this study were (1) to determine if
there were any established criteria or job specifications
currently accepted and being used by the administrators of
student teaching programs when hiring college supervisors;
and (2) to determine if these student teaching administra-
tors perceive that a basic list of criteria or job speci-
fications is important to the success of college supervisors
of student teachers. Moreover, the primary intent of this
chapter was to describe the research design and the proce-
dures utilized in the study.

The hypotheses of the study were (1) that the estab-
lished criteria presently used for the selection of college
supervisors of student teaching at the institutions represented
in this study show some concurrence; and (2) that there is
agreement among the student teaching administrators of the
institutions of this study that the use of a list of criteria
contributes to the success of college supervisors. The
remainder of Chapter III is devoted to synthesizing and
discussing the rationale behind these hypotheses.

Sources of Data

The population of the study consisted of active members of the Southeastern Regional Association For Student Teaching as specified by the current mailing list of the association. This group was selected not only because (1) they are actively involved in teacher preparation, but because (2) they share a mutual concern for the selection of competent college supervisors. The states represented in Southeastern A.S.T. are listed alphabetically as follows: (1) Alabama, (2) Florida, (3) Georgia, (4) Kentucky, (5) Mississippi, (6) North Carolina, (7) South Carolina, (8) Tennessee, (9) Virginia, and (10) West Virginia. The membership of Southeastern A.S.T. that participated in this study represented 102 institutions of higher education interested in teacher education. Appendix A includes the respective states and locations of these schools.

The distribution of the participating institutions is described in Table 3.1. Five institutions from Alabama or 4.9 per cent of the total were represented, while eleven schools from Florida with 10.7 per cent of the distribution participated. Georgia and Kentucky each had twelve institutions responding, as did North Carolina and Tennessee, for a composite of 46.8 per cent of the total; whereas, three Mississippi schools were represented comprising 2.9 per cent of the distribution. Fourteen South Carolina schools were represented amounting to 13.7 per cent of the total, while

TABLE 3.1--Distribution of Participating Institutions
According to State, 1970.

Southeastern A.S.T. States	Number	Per cent
1. Alabama	5	4.9
2. Florida	11	10.7
3. Georgia	12	11.7
4. Kentucky	12	11.7
5. Mississippi	3	2.9
6. North Carolina	12	11.7
7. South Carolina	14	13.7
8. Tennessee	12	11.7
9. Virginia	8	7.8
10. West Virginia	13	12.7
	N=102	99.5[a]

TABLE 3.2--Distribution of Major Sources of Financial Support
for Participating Institutions, 1970.

Subjects	Public	Private	Parochial	Per cent
Number	52	44	6	102
Per cent	50.9	43.1	5.8	99.8[a]

[a]Deviation due to rounding

Virginia with eight institutions and West Virginia with thirteen comprised 7.8 per cent and 12.7 per cent of the distribution.

Table 3.2 includes a description of the distribution of major sources of financial support of the participant's institutions, with 52 of the schools, or 50.9 per cent of the total representing the public sector. Another 44 of the schools gleaned most of their financial support from private sources, with this representing 43.1 per cent of the total. Six respondents reported that they worked at institutions which would be deemed parochial and this comprised 5.8 per cent of the distribution.

In Table 3.3 the population distribution of the states that the respondents represented is described. Of the 206 questionnaire instruments that were sent, 176 were returned for better than an 85 per cent response. Of these, 5 respondents, or 2.8 per cent of the total, were from Alabama; 19 respondents, or 10.7 per cent of the total, were from Florida; 23 responded from Georgia, (13.0 of the total), while Kentucky respondents numbered 21, or 11.9 per cent of the total. There were 3 who responded from Mississippi, (1.7 per cent of the total), 29 from North Carolina, (10.7 per cent of the total), 30 from South Carolina, (17 per cent of the total), 23 from Tennessee, (13 per cent of the total), 11 from Virginia, (6.2 per cent of the total), and 22 from West Virginia, or 12.5 per cent of the total.

TABLE 3.3--Population Distribution of Respondents According to State, 1970.

States Designated Alphabetically	Number	Per cent
1. Alabama	5	2.8
2. Florida	19	10.7
3. Georgia	23	13.0
4. Kentucky	21	11.9
5. Mississippi	3	1.7
6. North Carolina	19	10.7
7. South Carolina	30	17.0
8. Tennessee	23	13.0
9. Virginia	11	6.2
10. West Virginia	22	12.5
	N=176	99.5

Table 3.4 includes a description of the population distribution according to sex. Male respondents numbered 114 or 64.7 per cent of the total, while there were 62 female participants, or 35.2 per cent of the total 176 respondents.

TABLE 3.4--Population Distribution According to Sex, 1970.

Sex of Respondent	Number	Per cent
1. Male	114	64.7
2. Female	62	35.2
	N=176	99.9

Table 3.5 includes a description of the age distribution of the respondents. Approximately 72 per cent of the population fell in the forty-one to sixty age range.

TABLE 3.5--Age Distribution of the Instrument Population, 1970.

Subjects	Age Groups								
	25-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	over 65
Number	1	11	25	25	39	41	22	11	1
Per cent	.5	6.2	14.2	14.2	22.1	23.2	12.5	6.2	.5
N=176									99.9

Appendix B includes a copy of the questionnaire instrument. Notice that it is divided into two parts, Institutional Information and Information on Criteria. The section on Institutional Information was included to more thoroughly understand the respondents and the schools which they represented. The instrument will be discussed later in this chapter.

In Table 3.6 a further description of participating institutions is given by indicating the sizes of the range of communities in which the various schools are located. Almost 70 per cent of the respondents indicated that the schools they represented were located in communities ranging between 10,000 and under 500,000 in population. Only 2.8

TABLE 3.6--Distribution Indicating Sizes of Communities of Participating Institutions.

Subjects	Population Ranges							
	0 to 2,499	2,500 to 4,999	5,000 to 9,999	10,000 to 29,999	30,000 to 99,999	100,000 to 499,999	500,000 to 1,000,000	Over 1 Million
Number	14	8	16	35	43	43	12	5
Per cent	7.9	4.5	9.0	19.8	24.4	24.4	6.8	2.8

99.6

N=176

per cent said they represented schools found in large metro-
politan areas over one million in population.

A distribution of the undergraduate students enrolled
in the Colleges or Departments of Education of the various
participating institutions is explained in Table 3.7.
Approximately 40 per cent of the schools were reported to
have enrollments in the field of education of less than 1,000.

TABLE 3.7--Distribution of Undergraduate Students Enrolled
in College or Department of Education of Participating
Institutions--1970.

| | Enrollment Ranges | | | | | | |
Subjects	0 to 149	150 to 499	500 to 999	1,000 to 2,999	3,000 to 4,999	over 5,000	Totals
Number	6	25	37	65	27	16	176
Per cent	3.4	14.2	21.0	36.9	15.3	9.0	99.8

N=176

Table 3.8 illustrates the distribution of undergraduate
students who were participating in student teaching during
the spring term or semester of the 1970 school year, (the
period that the questionnaire was circulated). Better than
90 per cent of the institutional enrollments showed a stu-
dent teaching participation of less than 500 students for
the spring period.

In Table 3.9 those student teachers successfully com-
pleting student teaching annually at the participating

TABLE 3.8--Distribution of Undergraduate Students Partici-
pating in Student Teaching Spring Term or Semester, 1970.

Subjects	Enrollment Ranges				
	0 to 149	150 to 499	500 to 999	Over 1,000	Totals
Number	102	59	13	2	176
Per cent	57.9	33.5	7.3	1.1	99.8

N=176

TABLE 3.9--Distribution of Students Successfully Completing
Student Teaching Annually at Participating Institutions, 1970.

Subjects	Successful Student Teaching Experience Ranges					
	0 to 149	150 to 499	500 to 999	1,000 to 1,999	Over 2,000	Totals
Number	50	74	31	18	3	176
Per cent	28.4	42.0	17.6	10.2	1.7	99.9

N=176

institutions are delineated. The distribution, as reported by the 176 respondents, shows that approximately 70 per cent of the schools have less than 500 student teachers completing the respective programs annually. Only 1.7 per cent of the institutions graduate more than 2,000 from their student teaching programs annually.

Design of the Study

A questionnaire was designed consisting of criteria selected from the literature referred to earlier in this study. Of particular importance were those specifications suggested in the Johnson and Inlow studies, both of which provided pertinent criteria critical to this inquiry. A copy of the questionnaire and the cover letter are included in Appendix B, while the tabulated results from the total number of responses given to each criterion can be found in Appendix C.

A pilot study and pretest of the questionnaire were administered to the staff of Michigan State University's Macomb Teacher Education Center in Warren, Michigan, in order to eliminate ambiguities and redundancy. Having done this, and since no changes were needed or suggested, copies of the questionnaire were then sent to each member on the mailing list of the Southeastern Regional Association for Student Teaching during April, 1970. Some names were deleted because of death, retirement, change of status, or relocation, thus

reducing the original potential population to 206. Some of the questionnaire information has already been discussed.

Among the questions included on the instrument was an inquiry to determine the willingness of the respondent to participate in a personal interview. Table 3.10 indicates the distribution of affirmative and negative responses, with 132 respondents, or 75 per cent of the total, answering in the affirmative.

TABLE 3.10--Population Distribution of Respondents Indicating Willingness to Participate in Interviews and Further Research, 1970.

Response	Number	Per cent
1. Affirmative	132	75.0
2. Negative	44	25.0
	N=176	100.0

From these 132 positive responses, 20 administrators of student teaching programs were representatively selected and interviewed. Appendix A indicates the location of the institutions represented by these respondents. Some preference to location was given to assure an equal distribution of states in the sampling. The size of the institution and its status as a public or privately controlled school was also considered to present some balance. Unfortunately, some states were not represented because of negative responses to

the interview by the respondents, or because of complications in the administrators' schedules.

Arrangements for the personal interview were made by telephone and letter and two trips were made to the Southeast during April and May, 1970. All interviews were completed by May 20, 1970, and were carried out without complication. A number of the interviews were secured by attending the spring meeting of the Carolina Association for Student Teaching held April 18, 1970, at Charleston, South Carolina.

All of the interviews centered around four questions:

1. Do you believe that a list of job specifications or criteria are necessary or useful when interviewing or selecting supervisor candidates?

2. Do you believe that the list of criteria contained in this questionnaire are important to the success of future college supervisors?

3. Would you like to change or add to these criteria for selection?

4. Does your institution have job requirements, criteria, or specifications for the position of college supervisor of student teaching?

The results of these interviews will be covered in the next chapter.

Summary

The preceding pages of Chapter III have described the
procedures, methods, and sources of data used to investigate
job specifications and criteria used for the selection of
college supervisors of student teaching by student teaching
administrators. Twenty-eight criteria were selected from
the literature to form the basis and rationale for a question-
naire which was then circulated, after preliminary pre-
testing, to 206 members of the Southeastern Regional Associ-
ation for Student Teaching. From this population, with a
return of better than 85 per cent, a sample of student teach-
ing administrators was representatively selected to be inter-
viewed from the 132 positive responses to an instrument
question. Of the twenty student teaching administrators
selected, ten represented state supported institutions, and
ten represented private schools. Not all of the ten states
of the association were represented in the interviewing
process due to negative responses to an item on the question-
naire. Appendix D contains the names, positions, and the
institutions of those interviewed. An analysis of the data
collected will be described in the following chapter.

CHAPTER IV

ANALYSIS OF DATA

Introduction

This chapter contains the analysis of data which were
gathered to support the basic hypotheses which were:

1. "The established criteria presently used for the selec-
    tion of college supervisors of student teaching at the
    institutions represented in this study shows some con-
    currence."

2. "There is agreement among student teaching administrators
    of the institutions of this study that the use of a list
    of criteria would contribute to the success of college
    supervisors."

A discussion of various implications and recommendations
resulting from the analysis of the data will follow in
Chapter V.

Hypothesis One

In order to test this hypothesis, twenty-eight criteria
or job specifications were synthesized from the literature
of teacher education. These criteria were then incorporated
in a questionnaire which was, after a preliminary pilot study,
sent to selected members of the Southeastern Regional

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Association for Student Teaching because (1) they are actively involved in student teaching and teacher preparation, and (2) because they share a mutual concern for the selection of competent college supervisors. _Appendix C_ contains the responses to the questionnaire criteria.

From this population twenty administrators were representatively selected and interviewed. The interviews centered around the following four questions:

1. Do you believe that a list of job specifications or criteria are necessary or useful when interviewing or selecting supervisor candidates?

2. Do you believe that the list of criteria contained in this questionnaire is important to the success of future college supervisors?

3. Would you like to change or add to these criteria for selection?

4. Does your institution or department have job requirements, criteria, or specifications for the position of college supervisor of student teaching?

Table 4.1 indicates that Hypothesis One should be rejected on the basis of the testimony of the participating student teaching administrators. None of the institutions represented have "established criteria presently used for the selection of college supervisors of student teaching . . . ." All of the administrators were in agreement that established lists of criteria were not being employed by their institutions for selecting college supervisors of student teaching.

TABLE 4.1--Distribution of Responses to Interview Questions, 1970.*

Question	Responses	Number	Per cent
1	all affirmative	20	100.0
2	all affirmative	20	100.0
3	all negative	20	100.0
4	all negative	20	100.0

*Appendix D contains the names and positions of the administrators interviewed, as well as the institutions that they represent.

It should be noted that the responses to the criteria noted in Appendix C indicate that these respondents of the Southeastern Regional Association for Student Teaching, do concur in their perceptions that twenty of the twenty-eight criteria are "basic, necessary requirements" when selecting college supervisors. The eight criteria not considered basic requirements for hiring college supervisors were, however, perceived by the respondents to have some importance. None of the twenty-eight criteria were considered by a majority of the respondents to have no importance. The eight criteria in question were numbers three, five, six, nine, ten, fourteen, fifteen, and twenty-two. Table 4.2 shows the twenty criteria perceived to be basic and important ranging from a low of 53.4 per cent of the respondents, (Criterion Twenty-three), to a high of 98.8 per cent of the

TABLE 4.2--Responses of A.S.T. Membership to Selected
Criteria, 1970.

Criterion		Is Important	Has Some Importance	Has No Importance
1	N	148	23	5
	%	84.0	13.0	2.8
2	N	151	20	5
	%	85.7	11.3	2.8
3	N	27	113	36
	%	15.3	64.2	20.4
4	N	154	22	0
	%	87.5	12.5	0
5	N	29	93	54
	%	16.4	52.8	30.6
6	N	32	116	28
	%	18.1	65.9	15.9
7	N	160	14	2
	%	90.9	7.9	1.1
8	N	173	3	0
	%	98.2	1.7	0
9	N	53	101	22
	%	30.1	57.3	12.5
10	N	55	98	23
	%	31.2	55.6	13.0
11	N	163	13	0
	%	92.6	2.3	0
12	N	172	4	0
	%	97.7	2.2	0
13	N	147	29	0
	%	83.5	16.4	0
14	N	63	100	13
	%	35.7	56.8	7.3
15	N	84	85	7
	%	74.7	48.2	3.9
16	N	100	73	3
	%	56.8	41.4	1.7
17	N	114	56	6
	%	64.7	31.8	3.4
18	N	152	20	4
	%	86.3	11.3	2.2
19	N	174	2	0
	%	98.8	1.1	0
20	N	166	10	0
	%	94.3	5.6	0

TABLE 4.2--Continued

Criterion		Is Important	Has Some Importance	Has No Importance
21	N	171	5	0
	%	97.1	2.8	0
22	N	76	85	15
	%	43.1	48.2	8.5
23	N	94	75	7
	%	53.4	42.6	3.9
24	N	135	39	2
	%	76.7	22.1	1.1
25	N	141	32	3
	%	80.1	18.1	1.7
26	N	162	12	2
	%	92.0	6.8	1.1
27	N	162	14	0
	%	92.0	7.9	0
28	N	163	12	1
	%	92.6	6.8	.5

N=176

respondents, (Criterion Nineteen). The eight criteria considered to be somewhat important, but not necessarily basic requirements, ranged from a low of 48.2 per cent, (Criteria Fifteen and Twenty-two), to a high of 57.3 per cent, (Criterion Nine). Criteria Three and Five were perceived by 20.4 per cent and 30.6 per cent of the respondents respectively, to have no importance in selection. On nineteen of the twenty-eight criteria, 100 or more of the 176 respondents indicated that they considered these criteria to be "basic and important" in the selecting of supervisors of student teaching. Table 4.2 indicates a majority of the respondents agree that twenty of the twenty-eight criteria are "basic and necessary" in the selection process.

Hypothesis Two

Table 4.1 indicates that Hypothesis Two of this study can be accepted on the basis of the 100 per cent affirmative response of the interviewed administrators to both questions one and two. Although the sampling is small, it does include persons who have the responsibility for selecting college supervisors of student teaching. It also indicates the positive belief held by the respondents for the use of selection criteria.

Qualifying Remarks

A space was provided on the questionnaire for qualifying remarks, thus enabling the respondents to clarify their positions or to make any suggestions or criticisms that they deemed pertinent. Certain of the criteria were commented upon repeatedly, while others were left unquestioned. On the criteria about which there was some disagreement as to importance, as indicated by Table 4.2, the accompanying comments provided insights into the perceptions of the respondents. For example, thirty-six respondents felt that the possession of a doctorate was not a necessary requirement, while twenty-seven others felt it was a basic, necessary requirement. Another one hundred thirteen perceived that although it was not "a basic," they felt it had some importance. Responding to this, six people felt that "a sensitivity to the needs of children and a knowledge of effective methods" was much more important.

Fifty-four respondents perceived that "some administrative experience and course work in administration was not
important, and several of these wrote that "a knowledge of
the overall school program was more desirable."

Seven respondents commented on the importance of being
a specialist and working exclusively in the area of major
preparation on the secondary level. Fifty-three felt that
this was a necessary requirement. Eight respondents seemed
to feel that Criterion Ten should be applied to the supervision of elementary teachers only.

With reference to Criterion Fourteen dealing with the
concept of course work in human relations or communication
theory, the following comments were made by respondents:
"It is not necessary if he already has a good way of working
with people." "He should have an 'expertise' which has been
acquired in ways other than formal course work." And several
made the following comment: "Some have this natural or
innate ability which has been acquired or strengthened in
ways other than formal course work." Only thirteen of the
one hundred seventy-six respondents perceived this criterion
as having no importance.

Criterion Eighteen is worded in the following manner:
"Should respect and recognize the worth and dignity of
every individual regardless of race or creed and should
be questioned on this position." One hundred fifty-two of
the respondents concluded that this was a basic, necessary

requirement, while only four submitted that it was not important. Another twenty felt it had some importance but that it was not a basic requirement. There seemed to be some disagreement about this criterion based on the added comments. For example, one person said, "I hesitate on the last part of this statement." Another six respondents added, "I question the last part," while still another group of five respondents said, "the last part bothers me." One lady wrote the following: "this was not important when I was selected, so why should it be stressed now." Finally, one other person wrote that "all should be extensively questioned on this matter--amen!"

Criterion Twenty-two is worded in this way: "Should have had or will contractually agree to take a graduate course in the supervision of student teaching." One respondent said that "one course is not sufficient," while two others wrote that "this is a very desirable requirement." Four respondents said that "it depends on the individual's background," while three others thought it "should be strongly recommended but not required."

Comparative Analysis

Upon completion of the study in the Southeastern states, the same questionnaire was administered to a group of 32 public school supervising teachers representing both the secondary and elementary levels. The institutional

information was omitted, but the 32 supervising teachers
were asked to fill out that part of the instrument containing
the same twenty-eight criteria as had been completed by
Southeastern A.S.T. members. Table 4.3 indicates the
responses of the supervising teachers.

TABLE 4.3--Responses of Supervising Teachers to Selected
Criteria, 1970.

Criterion		Is Important	Has Some Importance	Has No Importance
1	N	27	3	2
	%	84.3	9.3	6.2
2	N	11	15	6
	%	34.3	46.8	18.7
3	N	1	8	23
	%	3.1	25.0	71.8
4	N	29	3	0
	%	90.6	9.3	0
5	N	11	16	5
	%	34.3	50.0	15.6
6	N	15	14	3
	%	46.8	43.7	9.3
7	N	32	0	0
	%	100.0	0	0
8	N	31	1	0
	%	96.8	3.1	0
9	N	7	17	8
	%	21.8	53.1	25.0
10	N	9	17	6
	%	28.1	53.1	18.7
11	N	29	3	0
	%	90.6	9.3	0
12	N	30	2	0
	%	93.7	6.2	0
13	N	23	7	2
	%	71.8	21.8	6.2
14	N	15	14	3
	%	46.8	43.7	9.3

TABLE 4.3--Continued

Criterion		Is Important	Has Some Importance	Has No Importance
15	N	13	15	4
	%	40.6	46.8	12.5
16	N	7	15	10
	%	21.8	46.8	31.2
17	N	25	7	0
	%	78.1	21.8	0
18	N	28	4	0
	%	87.5	12.5	0
19	N	30	2	0
	%	93.7	6.2	0
20	N	28	3	1
	%	87.5	9.3	3.1
21	N	30	2	0
	%	93.7	6.2	0
22	N	15	16	1
	%	46.8	50.0	3.1
23	N	12	17	3
	%	37.5	53.1	9.3
24	N	19	13	0
	%	59.3	40.6	0
25	N	24	7	1
	%	75.0	21.8	3.1
26	N	27	5	0
	%	84.3	15.6	0
27	N	31	1	0
	%	96.8	3.1	0
28	N	27	5	0
	%	84.3	15.6	0

N=32

The data from the returned rating forms were then quantified and chi-square tests of homogeneity were conducted for each criterion at the .05 level of significance. The J-sample test of equality of proportions, ($J \geq 2$), is used for two-sample dichotomous situations, similar to the respondents

from A.S.T. and the 32 supervising teachers, and may be
written in the following manner:

$$H_0 : P_1 = P_2 = P_0$$ [1]

$$H_1 : P_1 \neq P_2$$

Therefore, if the computed chi-square value exceeded
the value at the .05 level of significance, then it is indi-
cated that the two groups were not from the same population
and were seemingly not in agreement as to their responses
on the criteria. Table 4.4 shows the tabulation results
with the significance levels. The critical value at the .05
level of significance, with two degrees of freedom, was 5.95,
while with one degree of freedom the critical value was 3.84.
The two groups were not in agreement on criteria numbers two,
three, five, six, thirteen, sixteen, and twenty.

Summary

Hypothesis One was rejected because <u>none</u> of the insti-
tutions represented by the administrators who participated
in the questionnaire study and the subsequent interview had
"established criteria presently used for the selection of
college supervisors of student teaching." It was noted,
however, that "some concurrence" was found in the agreement
of the perceptions of the respondents to twenty of the
twenty-eight criteria.

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[1]William L. Hays, <u>Statistics</u>, (New York: Holt,
Rinehart, Winston, 1963), pp. 336-348.

TABLE 4.4.—Tabulated Table of Chi-Square Tests of Homogeneity of Southeastern A.S.T. Respondents and Supervising Teachers.

Criterion	Number A.S.T. Respondents			Number Supervising Teachers			Chi-Square Test of Homogeneity	
	Important	Some Importance	No Importance	Important	Some Importance	No Importance	Significant	Not Significant
1	148	23	5	27	3	2		.47
2	151	20	5	11	15	6	44.05*	
3	27	113	36	1	8	23	49.95*	
4	154	22	0	29	3	0		.22
5	29	93	54	11	16	5	6.68*	
6	32	116	28	15	14	3	12.72*	
7	160	14	2	32	0	0		3.10
8	173	3	0	31	1	0		.28
9	53	101	22	7	17	8		3.63
10	55	98	23	9	17	6		.72
11	163	13	0	29	3	0		.13
12	172	4	0	30	2	0		1.51
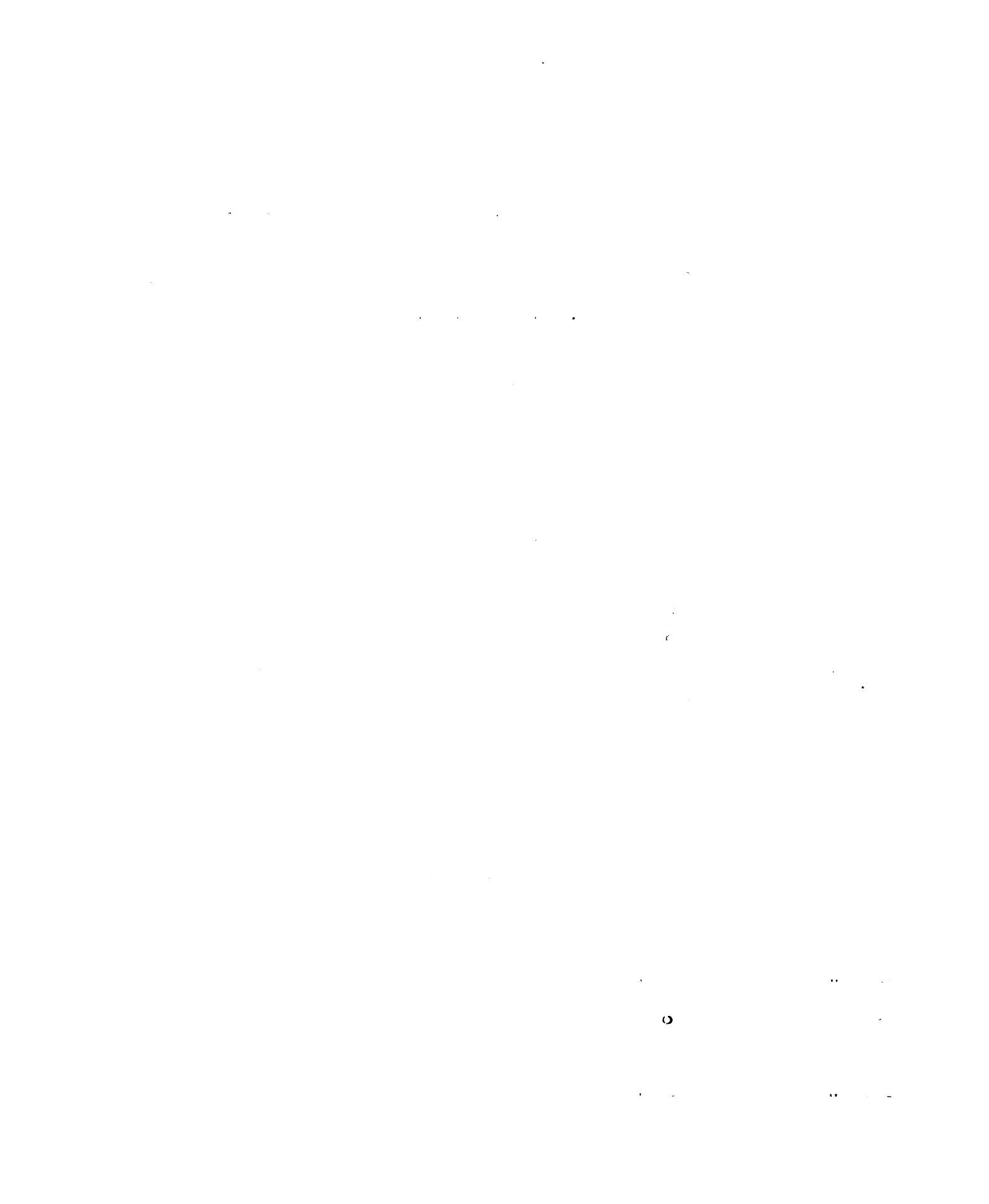
TABLE 4.4—Continued

Criterion	Number A.S.T. Respondents			Number Supervising Teachers			Chi-Square Test of Homogeneity	
	Impor-tant	Some Impor-tance	No Impor-tance	Impor-tant	Some Impor-tance	No Impor-tance	Signi-ficant	Not Signi-ficant
13	147	29	0	23	7	2	12.22*	
14	63	100	13	15	14	3		1.84
15	84	85	7	13	15	4		4.00
16	100	73	3	7	15	10	12.71*	
17	114	56	6	25	7	0		2.66
18	152	20	4	28	4	0		.72
19	174	2	0	30	2	0		3.79
20	166	10	0	28	3	1	6.36*	
21	171	5	0	30	2	0		.96
22	76	85	15	15	16	1		1.10
23	94	75	7	12	17	3		3.68
24	135	39	2	19	13	0		5.12
25	141	32	3	24	7	1		.55

TABLE 4.4--Continued

Criterion	Number A.S.T. Respondents			Number Supervising Teachers			Chi-Square Test of Homogeneity	
	Impor- tant	Some Impor- tance	No Impor- tance	Impor- tant	Some Impor- tance	No Impor- tance	Signi- ficant	Not Signi- ficant
26	162	12	2	27	5	0		3.09
27	162	14	0	31	1	0		.92
28	163	12	1	27	5	0		2.92

*Significant at .05 level of confidence

Hypothesis Two was accepted on the basis of the affirmative responses of all of the interviewed administrators to questions one and two. All of the twenty administrators concurred in their perceptions of the usefulness of the criteria when interviewing or selecting supervisor candidates. There was also equal agreement in their perceptions as to the importance of the criteria in the success of future college supervisors of student teaching. None of the respondents were using established selection criteria at the time this study was made.

Another dimension to the study was added by comparing the computed data from the A.S.T. questionnaire results, and data collected from supervising teachers in the public schools. The same questionnaire was administered to both groups and the collected data was subjected to chi-square tests of homogeneity to ascertain if there was agreement between the perceptions of the two groups. The J tests showed no agreement on seven of the criteria, (numbers two, three, five, six, thirteen, sixteen, and twenty), at the .05 level of significance.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The hypotheses of this study were as follows:

1. "The established criteria presently used for the selection of college supervisors of student teaching at the institutions represented in this study show some concurrence."

2. "There is agreement among the student teaching administrators of the institutions of this study that the use of a list of criteria contributes to the success of college supervisors."

Underlying the study were the following assumptions:

1. That an adequate student teaching experience is more likely to result when certain general criteria are employed in the selection of college supervisors.

2. That the college supervisor must be carefully selected since not all possess the qualities and level of competence necessary for serving in this capacity.

3. That the criteria used for the selection of college supervisors will apply to all programs where college supervisors of student teachers are involved.

4. That administrators of student teaching programs have convictions as to the type and quality of college supervisor that they want working with their student teachers and supervising teachers.

5. That serving as a college supervisor requires special qualities and competencies.

6. That administrators of student teaching programs have responsibilities to determine the personal and professional competencies that college supervisors should possess.

7. That since the basic responsibility for the administration of quality student teaching programs rests with institutions of higher education, the selection of college supervisors represents one of the primary factors relating to the quality of the teacher education program.

8. That this study was not intended, nor should it be construed, as an evaluation of any student teaching program, administrator of student teaching, or institution.

The sources for the study's data were as follows:

1. Members of the Southeastern Regional Association for Student Teaching as specified by the mailing list of the association. This group was selected not only because they were actively involved in teacher preparation, but because they share a mutual concern for the selection of competent college supervisors. After the necessary deletions of certain names from the potential

population was carried out, due to deaths or change
of status or location, 206 instruments containing
twenty-eight criteria, which had been synthesized
from the literature of the field, were sent. A return
of better than 85 per cent was received from 176
respondents representing 102 different institutions
of higher education found in the Southeastern states.

2. Twenty administrators of student teaching programs,
   representatively selected from the population were
   interviewed. These interviews, conducted because of
   the willingness of the respondents to participate
   further in this research endeavor, as indicated on
   their returned questionnaires, were centered upon four
   questions. They are as follows:

   a. Do you believe that a list of job specifications
      or criteria are necessary or useful when inter-
      viewing or selecting supervisor candidates?

   b. Do you believe that the list of criteria contained
      in this questionnaire are important to the success
      of future college supervisors?

   c. Would you like to change or add to these criteria
      for selection?

   d. Does your institution have job requirements, cri-
      teria, or specifications for the position of college
      supervisor of student teaching?

Although the interviews varied in length and the responses were worded differently, all of the twenty administrators interviewed answered affirmatively to questions one and two and negatively to questions three and four.

3. A further dimension to the study was added by administering the same questionnaire to a group of 32 public school supervising teachers to ascertain if they perceived the criteria for the selection of college supervisors of student teaching the same way as the A.S.T. respondents. Chi-square tests of homogeneity, sometimes referred to as J tests, were conducted for each criterion at the .05 level of significance. It was found that the two groups were not in agreement on criteria numbers two, three, five, six, thirteen, sixteen, and twenty.

Conclusions and Recommendations

Conclusion 1: The rejection of Hypothesis One on the basis of the testimony of the student teaching administrators showed the absence of established criteria or job specifications when hiring college supervisors of student teaching.

Recommendation 1: It is recommended that the question of the need or the undesirability of criteria or job specifications for college supervisors of student teaching be investigated further. The absence of job specifications for

college supervisors of student teaching in selected institutions of the Southeast may reflect a malady nationally.

Conclusion 2: The questionnaire results indicated that a majority of the population considered twenty of the twenty-eight selected criteria to be "basic, necessary" requirements.

Recommendation 2: It is recommended that further assessment be done on (1) the actual performance of college supervisors; and (2) whether administrators will, in fact, select according to these criteria. This study has only served as a catalyst to generate further investigation and comparison. Therefore, these criteria perceived to be "basic, necessary" requirements could serve as a nucleus for a generally accepted list of job specifications to be used when hiring college supervisors of student teaching. The fact that twenty of the twenty-eight criteria received agreement among a majority of the respondents does not insure that these criteria are absolutes and that they are in actuality an authoritative list of the criteria of good college supervisors.

Conclusion 3: The administrators of student teaching programs interviewed in connection with this study were in agreement that a list of criteria would be helpful and useful when attempting to select new college supervisors of student teaching.

Recommendation 3: It is recommended that institutional and departmental usage of job specifications be considered when selecting college supervisors of student teaching. No recommendations as to specific criteria are herewith made because the independence and individual needs of the various institutions must still be taken into account. As student teaching programs change, criteria will also need to be evaluated.

Conclusion 4: Hypothesis Two was accepted on the basis that all administrators interviewed were in agreement that a list of criteria, similar to the one in the questionnaire, would be important to the success of future college supervisors of student teaching.

Recommendation 4: It is not to be implied that the use of criteria (theory) without associated hard work (practicality) is a magic formula. Yet there is agreement among some in the field that there are some specifications that when put to use are perceived as helping to produce the kinds of college supervisors that are deemed successful by people connected with administering student teaching supervision. This study also suggests that there is among administrators, and others connected with the Southeastern Association for Student Teaching, a general consistency of agreement concerning job specifications for college supervisors of student teaching. Therefore, it is recommended

that a basic list of criteria be used by administrators
when carrying on the selection process.

Conclusion 5: There is some disagreement between
college personnel and public school teachers over the
importance of some selection criteria.

Recommendation 5: It is recommended that effective
orientation programs in the area of student teaching for
public school personnel be expanded or instituted wherever
they are needed. Cooperation between teacher education
institutions and public schools can be maintained and
widened only by periodic evaluations of programs, workshops,
and a thorough understanding by the public teachers of what
colleges are trying to do in student teaching.

Hopefully, this investigation will help contribute
to a better understanding of the needs of student teaching
as well as being of some value to the following:

1. Institutions contemplating the development of student
   teaching programs.

2. Institutions contemplating the development of job speci-
   fications for new personnel.

3. The Southeastern Regional Association for Student
   Teaching, the national organization, and the various
   state units of A.S.T.--A.T.E.

4. Student teaching administrators who must "do the
   selecting."

5. Researchers in the field of teacher education as further studies are suggested by the findings of this investigation.

6. University leadership in their endeavors to promote high quality student teaching programs.

A list of criteria supported by this study and considered "basic and necessary" by a majority of the respondents from the Southeastern Regional Association for Student Teaching may be found in <u>Appendix E</u>.

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APPENDICES

APPENDIX A

LIST OF PARTICIPATING INSTITUTIONS OF THE

SOUTHEASTERN A.S.T. AND LOCATIONS OF

INTERVIEWED RESPONDENTS AND

ADMINISTRATORS

APPENDIX I:

PARTICIPATING INSTITUTIONS OF THE SOUTHEASTERN A.S.T.

Alabama

Alabama State University, Montgomery

Auburn University, Auburn

Troy State University, Troy

University of Alabama, Tuscaloosa

University of Montevallo, Montevallo

Florida

Barry College, Miami

Bethune-Cookman College, Daytona

Florida A. & M., Tallahassee

Florida Atlantic University, Boca Raton

Florida State University, Tallahassee

Rollins College, Winter Park

Stetson University, DeLand

University of Florida, Gainsville

University of South Florida, Tampa

University of Tampa, Tampa

University of West Florida, Pensacola

Georgia

Agnes Scott College, Decatur

Albany State College, Albany

Emory University, Atlanta

Georgia (continuted)

        Georgia College, Milledgeville

        Georgia Southern College, Statesboro

        Mercer University, Macon

        Morris Brown College, Atlanta

        North Georgia College, Dahlonega

        Savannah State College, Savannah

        University of Georgia, Athens

        West Georgia College, Carrollton

        Valdosta State College, Valdosta

Kentucky

        Asbury College, Wilmore

        Berea College, Berea

        Cumberland College, Williamsburg

        Eastern Kentucky University, Richmond

        Kansas State College, Pittsburg

        Moorhead State College, Moorhead

        Spalding College, Louisville

        Thomas More College, Fort Mitchell

        University of Louisville, Louisville

        University of Kentucky, Lexington

        Union College, Barbourville

        Western Kentucky University, Bowling Green

Mississippi

Delta State College, Cleveland

Mississippi State University, State College

University of Southern Mississippi, Hattiesburg

North Carolina

Appalachian State University, Boone

A. & T. State University, Greensboro

Bennett College, Greensboro

Catawba College, Salisbury

East Carolina University, Greenville

Guilford College, Greensboro

Mars Hill College, Mars Hill

North Carolina College, Durham

North Carolina State University, Raleigh

Pfeiffer College, Misenheimer

Western Carolina University, Cullowhee

Winston-Salem State University, Winston-Salem

South Carolina

Allen University, Columbia

Benedict College, Columbia

Bob Jones University, Greenville

Citadel, Charleston

Clemson University, Clemson

Coker College, Hartsville

South Carolina (continued)

Columbia College, Columbia

Erskine College, Due West

Furman University, Greenville

Lander College, Greenwood

Newberry College, Newberry

South Carolina State College, Orangeburg

University of South Carolina, Columbia

Winthrop College, Rock Hill

Tennessee

Austin-Peay State University, Clarksville

Belmont College, Nashville

Bethel College, McKenzie

David Lipscomb College, Nashville

East Tennessee State University, Johnson City

George Peabody College For Teachers, Nashville

Memphis State University, Memphis

Middle Tennessee State University, Murfreesboro

Siena College, Memphis

Tennessee State University, Nashville

Tennessee Technological University, Cookville

University of Tennessee, Knoxville

Virginia

Eastern Mennonite College, Harrisonburg

Hampton Institute, Hampton

Virginia (continued)

Norfolk State College, Norfolk

Old Dominion University, Norfolk

Saint Paul's College, Lawrenceville

University of Virginia, Charlottsville

Virginia State College, Norfolk

Virginia State College, Petersburg

West Virginia

Bluefield State College, Bluefield

Concord College, Athens

Davis & Elkins College, Elkins

Fairmont State College, Fairmont

Glenville State College, Glenville

Marshall University, Huntington

Morris Harvey College, Charleston

Salem College, Salem

Shepherd College, Sheperdstown

West Virginia Institute of Technology, Montgomery

West Virginia State College, Institute

West Virginia University, Morgantown

West Virginia Wesleyan College, Buckhannon

APPENDIX II: Map of Southeastern Region Indicating Locations
of Interviews, 1970.*
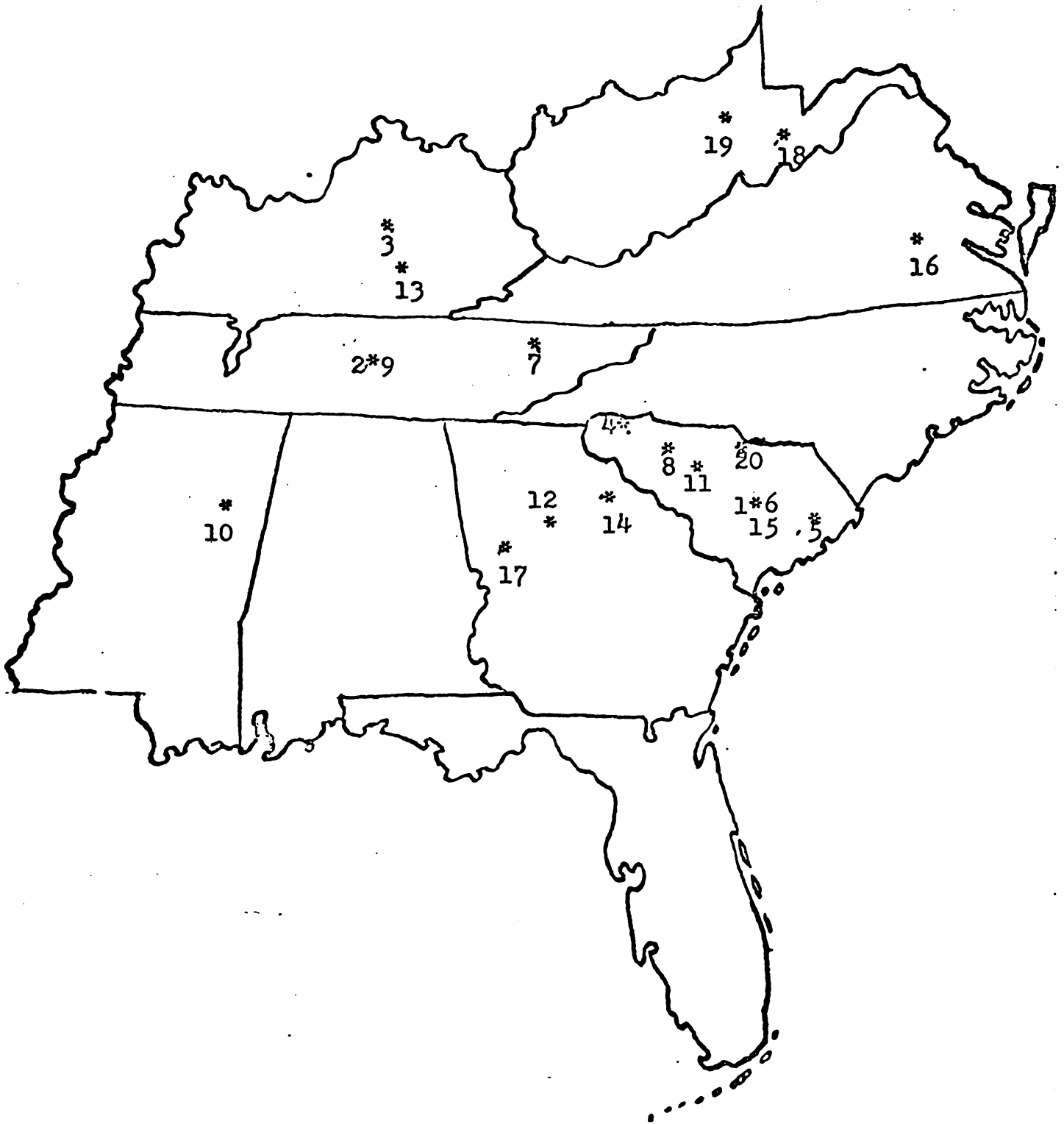
*Key to map is shown on the next page.

KEY TO SOUTHEASTERN REGION MAP

1. Allen University, Columbia, South Carolina

2. Belmont College, Nashville, Tennessee

3. Berea College, Berea, Kentucky

4. Bob Jones University, Greenville, South Carolina

5. The Citadel, Charleston, South Carolina

6. Columbia College, Columbia, South Carolina

7. East Tennessee State University, Johnson City, Tennessee

8. Erskine College, Due West, South Carolina

9. George Peabody College for Teachers, Nashville, Tennessee

10. Mississippi State University, State College, Mississippi

11. Newberry College, Newberry, South Carolina

12. Oglethorpe College, Atlanta, Georgia

13. Union College, Barbourville, Kentucky

14. University of Georgia, Athens, Georgia

15. University of South Carolina, Columbia, South Carolina

16. Virginia State College, Petersburg, Virginia

17. West Georgia State College, Carrollton, Georgia

18. West Virginia Institute of Technology, Montgomery,
    West Virginia

19. West Virginia Wesleyan College, Buckhannon, West Virginia

20. Winthrop College, Rock Hill, South Carolina

APPENDIX B

QUESTIONNAIRE AND COVER LETTER SENT TO MEMBERS

OF THE SOUTHEASTERN REGIONAL ASSOCIATION

FOR STUDENT TEACHING

MICHIGAN STATE UNIVERSITY
College of Education
Office of Student Teaching
14600 Common Road
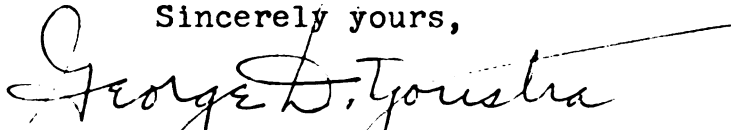Warren, Michigan   48093

April 1, 1970

Dear Colleague:

We are attempting to accurately determine (1) how
college supervisors of student teaching are selected
for their positions; and (2) if there is any agreement
among the various institutions on the criteria used
for selection. Would you please complete the following
questionnaire and return it at your earliest convenience.
It is being circulated only in the southeastern states.

This information is being collected for research pur-
poses only; therefore, no information identifying any
individual will be published. We will gladly furnish
a copy of the results at your request.

In completing the questionnaire, use checkmarks to
indicate your answers where no writing is necessary.
Check mark only _one_ alternative unless directed to do
otherwise. Estimate if necessary, but _please answer
every question_.

Thank you in advance for your assistance in this necessary
research endeavor.

Sincerely yours,

George D. Youstra
Coordinator

pwy

Part One

INSTITUTIONAL INFORMATION

1. Official name of the Institution: _____

2. Location of Institution: _____
   (address)

   _____
   (city, state, ZIP)

3. Person completing form: _____
                           Name   Title
4. Your age: _____

PLEASE CHECK THE FOLLOWING:

5. FINANCING: Please indicate the major source of financial
                support for your institution.

   _____ Public

   _____ Private

   _____ Parochial

6. COMMUNITY: Please indicate the size of the community where
                the institution is located.

   _____   0 -   2,499

   _____   2,500 -   4,999

   _____   5,000 -   9,999

   _____   10,000 -   29,999

   _____   30,000 -   99,999

   _____ 100,000 -   499,999

   _____ 500,000 - 1,000,000

   _____ Over 1 Million

7. ENROLLMENT A: Please indicate the approximate number of
                   undergraduate students enrolled in your College
                   (School) or Department of Education for this
                   semester (term).

    _____   0 -   149

    _____   150 -   499

    _____   500 -   999

    _____ 1,000 - 2,999

    _____ 3,000 - 4,999

    _____ Over 5,000

8. ENROLLMENT B: Please indicate the approximate number of
                   undergraduate students who are participating
                   in student teaching this semester (term).

    _____   0 - 149

    _____   150 - 499

    _____   500 - 999

    _____   Over 1,000

9. ENROLLMENT C: Please indicate the approximate number of
                   student teachers who successfully complete
                   student teaching at your institution annually.

    _____   0 -   149

    _____   150 -   499

    _____   500 -   999

    _____ 1,000 - 1,999

    _____ Over 2,000

10. Would you be willing to assist further in this research
    endeavor by participating in a taped interview on your campus
    at your convenience?

    _____ Yes   _____ No

Part Two

INFORMATION ON SELECTION CRITERIA OF COLLEGE SUPERVISORS

Directions: Place a check in one of the appropriate boxes
following each question:

First box - <u>Is important</u> (a basic, necessary requirement)

Second box - <u>Has some importance</u> (necessary, but not absolutely
essential)

Third box - <u>Has no importance</u> (Is not relevant to the success
of a college supervisor)

If you wish to qualify your responses, or add to the criteria,
please do so in the space provided following each question.

	<u>Is</u> <u>Imp.</u>	<u>Has Some</u> <u>Imp.</u>	<u>No</u> <u>Imp.</u>
1. Should possess a degree from an accredited educational institution belonging to a regional accrediting association.	⃞	⃞	⃞
Comments:			
2. Should possess a master's degree.	⃞	⃞	⃞
Comments:			
3. Should possess an earned doctorate.	⃞	⃞	⃞
Comments:			
4. Has completed at least three years of successful teaching experience.	⃞	⃞	⃞
Comments:			
5. Has had some administrative experience and course work in administration.	⃞	⃞	⃞
Comments:			
6. Has had some counseling experience and course work in counseling.	⃞	⃞	⃞
Comments:			

	Is Imp.	Has Some Imp.	No Imp.
9. Should be a specialist (would work exclusively in the area of his major preparation).	53	101	22
10. Should be a generalist. (Could work with teachers in all subject areas and all grade levels).	55	98	23
11. Should be capable of taking corrective measures which will improve difficult situations.	163	13	0
12. Should be able to demonstrate and understand the basic principles of effective teaching and learning.	172	4	0
13. Should have an "extra measure" of public relations ability.	147	29	0
14. Should have course work in human relations and/or communication theory.	63	100	13
15. Should be highly recommended by the administrators of a teacher education institution.	84	85	7
16. Should be able (prepared) to teach appropriate college courses in curriculum, methods, educational psychology, or related subjects.	100	73	3
17. Should have had experience with a student teacher and a basic understanding of the responsibilities of a supervising teacher.	114	56	6

	Is Imp.	Has Some Imp.	No Imp.

15. Should be highly recommended by the administrators of a teacher education institution. ☐ ☐ ☐

   Comments:

16. Should be able (prepared) to teach appropriate college courses in curriculum, methods, educational psychology, or related subjects. ☐ ☐ ☐

   Comments:

17. Should have had experience with a student teacher and a basic understanding of the responsibilities of a supervising teacher. ☐ ☐ ☐

   Comments:

18. Should respect and recognize the worth and dignity of every individual regardless of race or creed and should be questioned on this position. ☐ ☐ ☐

   Comments:

19. Should possess a positive view toward the teaching profession. ☐ ☐ ☐

   Comments:

20. Should be enthusiastic about his role as a college coordinator. ☐ ☐ ☐

   Comments:

21. Should be optimistic, open minded, and flexible. ☐ ☐ ☐

   Comments:

22. Should have had or will contractually agree to take a graduate course in the supervision of student teaching. ☐ ☐ ☐

   Comments:

		Is Imp.	Has Some Imp.	No Imp.
23.	Should be or is willing to become associated with organizations concerned with student teaching like The Association of Teacher Educators (A. S. T.).	☐	☐	☐
	Comments:			
24.	Should be able to demonstrate an acquaintance with the literature of his profession.	☐	☐	☐
	Comments:			
25.	Should be willing to be a team member.	☐	☐	☐
	Comments:			
26.	Should set a good example for the student teacher in personal appearance and hygiene, grooming, speech, and habits.	☐	☐	☐
	Comments:			
27.	Should be able to utilize recent developments and trends.	☐	☐	☐
	Comments:			
28.	Has an understanding of the programs, personnel, and problems of cooperative schools, especially at the level where he supervises.	☐	☐	☐
	Comments:			

	Is Imp.	Has Some Imp.	No Imp.

27. Should be able to utilize recent developments and trends.

Is Imp.	Has Some Imp.	No Imp.
162	14	0

28. Has an understanding of the programs, personnel, and problems of cooperative schools, especially at the level where he supervises.

Is Imp.	Has Some Imp.	No Imp.
163	12	1

RESPONSES GIVEN BY SUPERVISING TEACHERS

	Is Imp.	Has Some Imp.	No Imp.
1. Should possess a degree from an accredited educational institution belonging to a regional accrediting association.	27	3	2
2. Should possess a master's degree.	11	15	6
3. Should possess an earned doctorate.	1	8	23
4. Has completed at least three years of successful teaching experience.	29	3	0
5. Has had some administrative experience and course work in administration.	11	16	5
6. Has had some counseling experience and course work in counseling.	15	14	3
7. Can demonstrate or has demonstrated ethical principles in guiding his actions.	32	0	0
8. Should possess the ability to diagnose, analyze, and evaluate behavior of children, student teachers, and himself.	31	1	0

	Is Imp.	Has Some Imp.	No Imp.
9. Should be a specialist (would work exclusively in the area of his major preparation).	7	17	8
10. Should be a generalist. (Could work with teachers in all subject areas and all grade levels).	9	17	6
11. Should be capable of taking corrective measures which will improve difficult situations.	29	3	0
12. Should be able to demonstrate and understand the basic principles of effective teaching and learning.	30	2	0
13. Should have an "extra measure" of public relations ability.	23	7	2
14. Should have course work in human relations and/or communication theory.	15	14	3
15. Should be highly recommended by the administrators of a reacher education institution.	13	15	4
16. Should be able (prepared) to teach appropriate college courses in curriculum, methods, educational psychology, or related subjects	7	15	10
17. Should have had experience with a student teacher and a basic understanding of the responsibilities of a supervising teacher.	25	7	0

	Is Imp.	Has Some Imp.	No Imp.
18. Should respect and recognize the worth and dignity of every individual regardless of race or creed and should be questioned on this position.	28	4	0
19. Should possess a positive view toward the teaching profession.	30	2	0
20. Should be enthusiastic about his role as a college coordinator.	28	3	-1
21. Should be optimistic, open minded and flexible.	30	2	0
22. Should have had or will contractually agree to take a graduate course in the supervision of student teaching.	15	16	1
23. Should be or is willing to become Associated with organizations concerned with student teaching like The Association of Teacher Educators (A.S.T.).	12	17	1
24. Should be able to demonstrate an acquaintance with the literature of his profession.	19	13	0
25. Should be willing to be a team member.	24	7	1
26. Should set a good example for the student teacher in personal appearance and hygiene, grooming, speech, and habits.	27	5	0

	Is Imp.	Has Some Imp.	No Imp.
27. Should be able to utilize recent developments and trends.	31	1	0
28. Has an understanding or the programs, personnel, and problems of cooperative schools, especially at the level where he supervises.	27	5	0

APPENDIX D

NAMES, POSITIONS, AND INSTITUTIONS

OF THOSE INTERVIEWED

ADMINISTRATORS INTERVIEWED

(Numbering corresponds with the Map of Appendix A)

1. Dr. Sylvia P. Swinton, Chairman of the Department of Education, Allen University, Columbia, South Carolina.

2. Dr. J. McGalloway, Chairman of the Department of Education, Belmont College, Nashville, Tennessee.

3. Dr. Carl G. Ford, Director of Elementary Teacher Education, Berea College, Berea, Kentucky.

4. Dr. Walter G. Fremont, Dean of the School of Education, Bob Jones University, Greenville, South Carolina.

5. Dr. Charles E. Hershey, Chairman of the Department of Education, The Citadel, Charleston, South Carolina.

6. Dr. Rexford E. Piner, Chairman of the Department of Education, Columbia College, Columbia, South Carolina.

7. Dr. George Greenwell, Director of Student Teaching, East Tennessee State University, Johnson City, Tennessee.

8. Dr. Calvin Koontz, Director of Teacher Education, Erskine College, Due West, South Carolina.

9. Dr. Jack White, Director of Student Teaching, George Peabody College For Teachers, Nashville, Tennessee.

10. Dr. James R. Thomson, Jr., Chairman of the Department of Education, Mississippi State University, State College, Mississippi.

11. Dr. James Cummings, Director of Teacher Education, Newberry College, Newberry, South Carolina.

12. Dr. Lavon Talley, Chairman, Division of Education, Oglethorpe College, Atlanta, Georgia.

13. Dr. Charles W. Simms, Chairman of the Department of Education, Union College, Barbourville, Kentucky.

14. Dr. James L. Dickerson, Chairman of Professional
    Laboratory Experiences, University of Georgia, Athens,
    Georgia.

15. Dr. Keith D. Berkeley, Chairman of the Department of
    Elementary and Early Childhood Education, University
    of South Carolina, Columbia, South Carolina.

16. Dr. Elsie C. Colson, Chairman of the Department of
    Secondary Education, Virginia State College, Petersburg,
    Virginia.

17. Dr. Tom J. Lightsey, Director of Student Teaching,
    West Georgia College, Carrollton, Georgia.

18. Dr. Donald B. Portzline, Director of the Division of
    Teacher Education, West Virginia Institute of Technology,
    Montgomery, West Virginia.

19. Dr. Arthur Justice, Chairman of the Department of
    Education, West Virginia Wesleyan College, Buckhannon,
    West Virginia.

20. Dr. James Colbert, Director of Teacher Education,
    Winthrop College, Rock Hill, South Carolina

APPENDIX E

CRITERIA CONSIDERED TO BE "BASIC AND NECESSARY"

BY A MAJORITY OF THE RESPONDENTS FROM THE

SOUTHEASTERN REGIONAL ASSOCIATION

FOR STUDENT TEACHING

CRITERIA CONSIDERED "BASIC AND NECESSARY"

FOR SELECTING COLLEGE SUPERVISORS

Should possess a degree from an accredited educational institution belonging to a regional accrediting association.

Should possess a master's degree.

Has completed at least three years of successful teaching experience.

Can demonstrate or has demonstrated ethical principles in guiding his actions.

Should possess the ability to diagnose, analyze, and evaluate behavior of children, student teachers, and himself.

Should be capable of taking corrective measures which will improve difficult situations.

Should be able to demonstrate and understand the basic principles of effective teaching and learning.

Should have an "extra measure" of public relations ability.

Should be able (prepared) to teach appropriate college courses in curriculum, methods, educational psychology, or related subjects.

Should have had experience with a student teacher and a basic understanding of the responsiblities of a supervising teacher.

Should respect and recognize the worth and dignity of every individual regardless of race or creed and should be questioned on this position.

Should possess a positive view toward the teaching profession.

Should be optimistic, open minded, and flexible.

Should be or is willing to become associated with organizations concerned with student teaching like The Association of Teacher Educators (A.S.T.).

Should be able to demonstrate an acquaintance with the literature of his profession.

Should be willing to be a team member.

Should set a good example for the student teacher in personal appearance and hygiene, grooming, speech, and habits.

Should be able to utilize recent developments and trends.

Has an understanding of the programs, personnel, and problems of cooperative schools, especially at the level where he supervises.