





This is to certify that the

thesis entitled

THE EVOLVING STUDENT TEACHING PROGRAM AT WESTERN  
ILLINOIS UNIVERSITY AND AN ASSESSMENT OF THE QUAD-  
CITIES RESIDENT STUDENT TEACHING CENTER

presented by

Victor J. Rich

has been accepted towards fulfillment  
of the requirements for

Ed.D degree in Education

  
Dr. C. C. Collier

Major professor

Date September 8, 1967

## ABSTRACT

### THE EVOLVING STUDENT TEACHING PROGRAM AT WESTERN ILLINOIS UNIVERSITY AND AN ASSESSMENT OF THE QUAD-CITIES RESIDENT STUDENT TEACHING CENTER

by Victor J. Rich

#### Purposes

The purposes of this study were twofold. The first purpose was to determine the nature of the evolving student teaching programs at Western Illinois University since its founding, and the effectiveness of the accompanying supervisory practices. The second purpose was to determine the present status of the student teaching program in the Quad-Cities<sup>1</sup> Resident Center as seen by the University and public school participants.

#### Methods of Securing Information

To study the evolving student teaching programs and to make an assessment of the resident program in the Quad-Cities, information was gathered (1) from University publications and records, (2) by interviewing University and public school participants, and (3) by the use of questionnaires. The questionnaires were based partially on the "Standards for Student Teaching Programs" of the Illinois State Teacher Certification Board, and partially on questions developed by University staff to

more completely assess the program.

### Findings

The early student teaching programs were carried out in the Campus Training School under the direction of the University faculty members. Various attempts at off-campus student teaching ended due to a shortage of qualified supervising teachers or the phasing out of terminal programs.

After World War II, the Campus Laboratory School could not properly provide student teaching stations due to increased pre-student teaching laboratory experiences and the increased University enrollments which created an oppressive supervisory load for the Campus School teachers. This over-crowded condition prompted the University to begin using student teaching stations off-campus. Because many University departments were understaffed, the off-campus student teachers were not adequately supervised by the departmental supervisors released on a part-time basis.

In 1963, the Resident Coordinator plan was put into operation in the Quad-Cities area. Under this plan, a University supervisor would live in a population center and supervise all student teachers assigned to that area. The plan was very successful as the student teachers were given more supervision and in a more efficient manner. Beginning in 1964, all off-campus student teachers were supervised by Resident Coordinators.

The assessment of the resident program in the Quad-cities revealed that this program met or surpassed all the minimum



requirements of the State Teacher Certification Board with the exception of the following:

1. The supervisory load of the University supervisor exceeded the minimum requirements during nine of the twelve student teaching terms.

2. One-third of the supervising teachers did not have a Master's degree.

3. The University did not keep a permanent record of the number of clock hours spent in actual teaching for the student teachers.

4. The grade in student teaching was given by the supervising teacher rather than by the Resident Coordinator.

5. One-third of the public school participants did not understand the screening procedures at the University.

The public school participants reported many benefits received from participation. Reported most often were statements that the pupils received more assistance, the teachers became better teachers, and classroom instruction had improved. While few problems were reported, those mentioned most often were that the teaching pace was slower when the student teacher was in charge, and other teachers did not always understand the role of the supervising teachers.

The public school participants especially approved of the new resident program because of its full-time aspect and because the student teachers received continual supervision from the University. There were requests by these participants to

have more general meetings of all supervising teachers to learn more about student teaching and recommendations that the building principal be more involved in the program. The public school participants unanimously favored a continuation of the association with the University in this professional service.

---

<sup>1</sup>The Quad-Cities referred to that geographical area which included the cities of Davenport and Bettendorf in Iowa, and Rock Island, Moline, East Moline in Illinois. The resident center also included the smaller towns located near this metropolitan area. The Quad-Cities are located in the northwestern section of Illinois and are eighty miles north of the Western Illinois Campus at Macomb, Illinois.

THE EVOLVING STUDENT TEACHING PROGRAM AT WESTERN  
ILLINOIS UNIVERSITY AND AN ASSESSMENT OF  
THE QUAD-CITIES RESIDENT STUDENT  
TEACHING CENTER

By

Victor J. Rich

A THESIS

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

DOCTOR OF EDUCATION

College of Education

1967

G 48701

3-21-68

## ACKNOWLEDGMENTS

The writer wishes to express his thanks and appreciation to Dr. C. C. Collier for his guidance, supervision, and encouragement throughout the study; to the others on the committee: Dr. W. Vernon Hicks, Dr. F. B. Dutton, and Dr. Frank H. Blackington III, for their suggestions and supervision; and to the members of the Western Illinois University student teaching staff for their assistance..

## TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS . . . . .	ii
LIST OF TABLES . . . . .	iv
 Chapter	
I. INTRODUCTION . . . . .	1
Setting of the Study	
Purpose of the Study	
Need for the Study	
Limitations of the Study	
Definition of Terms	
Organization of the Thesis	
II. THE EVOLUTION OF FULL-TIME STUDENT TEACHING AT WESTERN ILLINOIS UNIVERSITY . . . . .	8
Early History	
Beginnings of Off-Campus Student Teaching	
Transition to Full-Time Student Teaching	
The Modern Program of Student Teaching	
III. PRESENTATION AND ANALYSIS OF THE DATA CONCERNING THE QUAD-CITIES STUDENT TEACHING PROGRAM . . . . .	37
Methods of Collecting Data	
The Data	
College Supervisors	
Supervising Teachers	
Organization	
Selecting Schools and Teachers	
Admission to Student Teaching	
Additional Information	
IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . .	90
Summary	
Conclusions	
Recommendations	
APPENDIX . . . . .	99
BIBLIOGRAPHY . . . . .	114

## LIST OF TABLES

Table	Page
1. Quarter Hours Earned in Student Teaching . . .	22
2. Off-Campus Cooperating School Districts . . .	24
3. Student Teaching Supervision Fall Quarter 1963 . . . . .	26
4. Growth of the Resident Coordinator Staff . . .	32
5. Supervisory Visitations Made by the Resident Coordinator . . . . .	43
6. Responses of Public School Participants Toward the Supervisory Visitations of the Resident Coordinator . . . . .	46
7. Supervisory Load of the Resident Coordinator .	49
8. Administrator Comments on Qualifications of Supervising Teachers . . . . .	51
9. The Formal Training and Experience of Super- vising Teachers . . . . .	52
10. Supervising Teachers' Feelings About Their Work Load . . . . .	54
11. Participants' Feelings About Receiving Suffi- cient Information About the Student Teachers .	56
12. Supervising Teachers' Comments on Student Teachers Achieving Full Classroom Responsi- bility . . . . .	58
13. Participants' Comments on the Use of Student Teachers as Substitutes . . . . .	59
14. The Number of Supervising Teachers Who Record Clock Hours of Student Teacher Participation .	62
15. Participants' Feelings on Grading Procedures .	64
16. Supervising Teacher Comments on Assignment Practices . . . . .	65

Table	Page
17. Participants' Feelings About Being Properly Oriented . . . . .	71
18. The Extend to Which Participants Understand the Screening of Student Teachers . . . . .	76
19. Participants' Feelings on the Suitability of the Honorarium . . . . .	79



## CHAPTER I

### INTRODUCTION

#### Setting of the Study

Western Illinois University established its first full-time resident student teaching center in the State of Illinois with the beginning of the 1963-1964 school year. This off-campus center, located eighty miles north of the Macomb, Illinois, campus serves the Quad-Cities area in the northwestern section of the state. The metropolitan area, straddling the Mississippi River, consists of Rock Island, Moline, East Moline, and Silvis in Illinois, and Davenport and Bettendorf in Iowa. The Quad-Cities Resident Center also serves the near-by school districts of Geneseo, Kewanee, Cambridge, Orion, Aledo, and Edgington in Illinois.

#### Purposes of the Study

The first purpose of this study was to evaluate the evolving patterns of student teaching programs at Western Illinois University from the time of the establishment of the University at Macomb, Illinois, in 1902. An attempt was made to discover the reasons for the changes in the programs as well as to determine the effectiveness of the supervisory practices of the various student teaching programs which preceded the present off-campus resident program.

The second purpose of this study was to determine the present status of Western Illinois University's student teaching program in the Quad-Cities Resident Center as perceived by the University and the public school participants.

### Need for the Study

Inasmuch as the Quad-Cities Center was the first of such resident centers established in Illinois, and was in its third year of operation, there had been many teachers and administrators actively participating in the student teaching program. It was assumed that these participants would be able to provide a considerable amount of information which would be useful not only to this particular student teaching center, but also to the University for the more efficient establishment of other resident centers in the future.

The data could be of assistance to other public or private universities which may be contemplating the establishment of student teaching centers.

The general trend of moving student teaching off campus will bring many more public school districts into the arena as cooperating schools in the teacher education program.<sup>1</sup> The information gathered would be of interest to these new cooperating schools which are being asked to participate. This information could help them evaluate the effects of the student teaching pro-

---

<sup>1</sup>The number of school districts cooperating with Western Illinois University has increased from thirteen in 1958 to one hundred five in 1966.

gram in their schools so that board members, administrators, and teachers could make intelligent decisions on the desirability of participation.

On April 30, 1965, the State Certification Board of the State of Illinois adopted a set of standards for evaluation of student teaching programs in the state. These standards are minimum requirements by which the Superintendent of Public Instruction and the State Teacher Certification Board decide whether or not to approve teacher education programs of the various universities. There was need then, to know the status of Western Illinois University's student teaching program in terms of these minimum requirements of the State Teacher Certification Board so Western Illinois University could continue to function as a teacher preparation institution.

#### Limitations of the Study

While there were six different off-campus resident student teaching centers in operation during the 1965-1966 school year, the study was limited to the Quad-Cities Resident Center because it had been in operation for the longest time. During the three years of operation of the Quad-Cities Center, a trend of benefits, strengths, weaknesses, and problems should have been more evident than in the other centers; and the Quad-Cities participants would have been more familiar with the procedures and results of the program.

The writer has been the Resident Coordinator in the

Quad-Cities Center since the beginning of the program in 1963, and has helped establish some of the operational procedures. This experience allowed the writer to be generally well aware of the effects and conditions of the total program; however, it was recognized that this direct involvement could make for a more subjective viewpoint than by someone who has not been personally connected with the program.

A questionnaire was used in the study to determine the viewpoint of the participants concerning the student teaching program in the Quad-Cities. The results of a questionnaire were recognized as being subjective in nature and were limited by the quality of perception of the respondents, by their honesty and by their interest in the task. The respondents, however, were able to respond in an anonymous manner to the questions asked.

Western Illinois University's student teaching program in the Quad-Cities was measured against minimum requirements established in 1965 by the State Teacher Certification Board for evaluation of student teaching programs of teacher training institutions in Illinois. While these standards were recognized as having limitations in that (1) some of the standards contained terms which were not defined or were ambiguous, and (2) some of the procedures were either questionable or were unexplained, the writer found these standards to be the most complete and most practical to use in this study. The limitations of the standards were described more fully in Chapter III where each standard was listed and described.

The student teachers were not asked officially to react to the effectiveness of the student teaching program as a part of this study. However, the author from time-to-time formally and informally assessed the feelings of this group.

### Definition of Terms

Some of the terms in this study were used as defined in the Student Teaching Handbook of Western Illinois University. This handbook is distributed to each person involved directly or indirectly with the student teaching program..

These terms as listed are:

The Campus Laboratory School is an integral part of Western Illinois University and is located on the campus. It provides for pre-student teaching laboratory experiences and some student teaching.

A cooperating school is a public school which cooperates with the University in providing laboratory experiences.

The Director of Student Teaching is that person designated by the University with responsibility for coordinating and administering the University's total program of student teaching.

Participation refers to those experiences of the University student or student teacher in which he is assisting and working with the regular classroom teacher in teaching activities. This participation may be a part of the pre-student teaching laboratory experiences of a junior in Education 301 or of a student teacher as he moves into the role of an instructor in the classroom.

Student teaching is a period of guided teaching in which the student teacher takes an increasing responsibility for work with a group of learners over a period of consecutive weeks while under the guidance of a supervising teacher and a University supervisor.

The supervising teacher is the regular classroom teacher who has full responsibility for a group of learners and to whom a student teacher is assigned.

The University supervisor is the University faculty member who visits and observes the student teacher in the classroom and who works with the supervising teacher and the student teacher.<sup>1</sup>

Other terms used in this thesis, but not defined in the handbook were:

Resident Center refers to a particular metropolitan area or section of the state to which a group of student teachers are placed each term to do their full-time student teaching.

Quad-Cities Resident Center refers to that geographical area specifically described in this thesis which includes the cities of Davenport and Bettendorf in Iowa, and Rock Island, Moline, and East Moline in Illinois, and the smaller towns located near this metropolitan area and served by a common Resident Coordinator. This center was the first off-campus resident center established by Western Illinois University.

Resident Coordinator is a University supervisor who lives within the resident center and is responsible for coordinating the total student teaching program in that particular center.

Participants refer to the public school personnel working in some way with the student teaching program.

#### Organization of the Thesis

The remainder of the study is organized as follows: Chapter II contains a description of the patterns of student teaching procedures from the time of the establishment of

---

<sup>1</sup>Western Illinois University, Student Teaching Handbook 1965 (Macomb, Illinois, 1965), pp. 6-7.

Western Illinois University to the present off-campus full-time professional quarter. Also included in the chapter is a description and comparison of the supervisory practices during the evolution of the program. This historical study was described under four headings: The Early History; The Beginnings of Off-Campus Student Teaching; The Transition to Full-Time Student Teaching; and The Modern Program of Full-Time Student Teaching. Included under the final heading is a description of the pre-student teaching experiences on the Macomb campus.

Chapter III contains a description of the methods by which the student teaching program in the Quad-Cities Resident Center was evaluated. The chapter also contains the data concerning the student teaching program in this center. The data, gathered from the various sources are analyzed to determine the adequacy and effectiveness of the program measured by standards established by the State Teacher Certification Board of the State of Illinois.

Chapter IV contains the summaries and conclusions concerning the study as proposed in this thesis. Recommendations and implications relative to the study are also presented.

The appendix and bibliographic entries, following Chapter IV, conclude the thesis.

## CHAPTER II

### THE EVOLUTION OF FULL-TIME STUDENT TEACHING AT WESTERN ILLINOIS UNIVERSITY

This chapter portrays the developing student teaching programs and the accompanying supervisory practices throughout the history of Western Illinois University. This history of student teaching is discussed under four main divisions: Early History; Beginnings of Off-Campus Student Teaching; Transition to Full-Time Student Teaching; and the Modern Program of Student Teaching.

#### Early History

On September 23, 1902, teachers began to be trained in a new school called Western Illinois State Normal School located in Macomb, Illinois.<sup>1</sup> This new school offered four different courses for the training of teachers. The courses were of one, two, three, and four years in length.<sup>2</sup>

The one-year course was offered to college graduates who still needed professional courses in education to be certified for teaching.

The two-year course was provided for high school grad-

---

<sup>1</sup>Western Illinois University, Undergraduate Catalog 1965-1966, XLIV, No. 1, (Macomb, Illinois, January, 1965), p. 12.

<sup>2</sup>Western Illinois State Normal School, First Catalogue 1903-1904, Series 1, No. 1, (Macomb, Illinois, 1903), p. 10.



uates who wanted to become teachers. In the second year of this course, the students did student teaching in each of the three quarters for a total of fifteen hours credit.

The three-year course was offered to students who held a first grade teaching certificate but who were not high school graduates. These students completed their student teaching during each of the three quarters of their last year for a total of fifteen hours credit.

The four-year course was offered to students who had passed a teacher examination and held a second grade teaching certificate, but were not high school graduates. These students did their student teaching during each of the three quarters of their final year for a total of fifteen hours credit.

In each of the four different courses, the students were expected to spend thirty-six periods of forty minutes each in observation at the Training School prior to their student teaching. The Training School at this time consisted of eight grades located in three rooms. Before actually beginning to student teach, the students were to carefully make lesson plans. The teacher trainers at this time felt that the essential conditions for success in teaching were "an intimate knowledge of children, thorough lesson planning and a good personality of the teacher."<sup>1</sup>

The student teachers spent forty minutes each day, in each of the three student teaching terms working in the Train-

---

<sup>1</sup>Ibid., p. 12.

ing School. During this time, the student teachers performed "under the careful eyes of a critic"<sup>1</sup> for the first two quarters, and then were put entirely in charge of a class for the last quarter of training "being responsible for management and discipline".<sup>2</sup>

During the 1903-1904 school year, the school changed to the semester plan. The second semester juniors took Course Number Five: Observation and Teaching.<sup>3</sup> The students were required to observe and do some teaching at least one hour per week for the semester in the Training School, which had now grown to four rooms.<sup>4</sup> The first semester seniors took Course Number Six: Teaching. The student teachers taught one hour per day for nine weeks in each of the four rooms to gain a wide variety of teaching experience. The Training School staff supervised the student teachers. The annual catalog described some objectives of student teaching:

Lesson teaching, (1) should use the sources of knowledge and interest; (2) should stimulate right activity in each child; and (3) should enable the pupil to satisfy his needs.<sup>5</sup>

The School returned to the quarter plan in the 1906-1907 academic year<sup>6</sup>, and the Training School now included the

<sup>1</sup>Ibid., p. 10.

<sup>2</sup>Ibid., p. 40.

<sup>3</sup>Western Illinois State Normal School, Western Illinois State Normal School, Series 1, No. 4, (Macomb, Illinois, July, 1904), p. 23.

<sup>4</sup>Ibid., p. 52.

<sup>5</sup>Ibid., p. 14.

<sup>6</sup>Western Illinois State Normal School, The Military Tract for Summer Quarter 1907, (Macomb, Illinois, 1907), p. 8.

first ten grades.<sup>1</sup>

The typical sequence of student teaching included Education 22: Class Teaching, taken during the third quarter of the junior year. The students taught for one period daily in the Training School under careful supervision of a critic teacher. Then during either the first or second quarter of the senior year, the students took Education 24: Room Teaching. The student teachers were given the entire charge of a room for one-half day during each day of the term.<sup>2</sup>

In 1919, the pattern of student teaching procedures changed somewhat. The typical sequence of courses for the student teachers was as follows: Education 22, wherein the students made lesson plans and observations in the Training School; Education 23; Class Teaching, for one quarter; then Education 24: Room Teaching, taken for two quarters, one period each day. This amounted to less total student teaching than before, but extended over a longer period of time.<sup>3</sup> The Training School teachers continued to serve as supervisors for the student teachers.

A differentiation was made between elementary and secondary student teaching beginning in 1923. The elementary student teachers retained the courses as indicated in the 1919

<sup>1</sup>Western Illinois State Normal School, The Courses of Study in the Western Illinois State Normal School at Macomb, Illinois, (Macomb, Illinois, 1907), pp. 154-55.

<sup>2</sup>Ibid., pp. 29-30.

<sup>3</sup>Western Illinois State Normal School, The Military Tract Normal School Quarterly, No. 41, (Macomb, Illinois, June, 1919), p. 93.

Quarterly, while the secondary student teachers took the following courses: Education 23: Class Teaching (same as the elementary); then, Education 40 and 41: Practice Teaching in the Major Subject.<sup>1</sup>

Additional courses were added to each division in 1927. The elementary majors were offered Education 30: Grade Supervision, and the secondary majors were offered Education 42: Supervision in the Major Subject. These courses included work experiences to overcome deficiencies discovered in student teaching, and provided experiences to learn about the total school operation.<sup>2</sup>

Mrs. Lucille Bishop, a student teacher in 1927, mentioned that she had to have four student teaching experiences in the Training School to become certified. She spent forty minutes each day in student teaching during the first quarter, and for the next three terms she taught eighty minutes a day, four days a week. She was supervised by the staff of the Training School. Mrs. Bishop recalled that she taught in many rooms and had group conferences with her supervisors.<sup>3</sup>

In 1934, the course numbers were again changed for the student teaching sequence. The last course offered on an

<sup>1</sup>Western Illinois State Teachers College, Western Illinois State Teachers College Quarterly, Vol. III, No. 1, (Maconb, Illinois, June 1923), p. 93.

<sup>2</sup>Western Illinois State Teachers College, Western Illinois State Teachers College Quarterly, Vol. VII, No. 1, (Maconb, Illinois, June 1927), p. 118.

<sup>3</sup>Interview with Mrs. Lucille Bishop, Student teacher in 1927, April 11, 1967.

optional basis was called the Final Integrating Course in the Student's Field of Grade Teaching (for the elementary majors), and Final Integrating Course in the Major Subject (for the secondary majors).<sup>1</sup> The student teaching at this time was completed under the supervision and criticism of an instructor from the student's major department. These instructors taught both University and Training School classes.

Other changes developed in 1938 when the term "credit" was no longer used. The term "quarter hour" was used to replace the older term. The secondary majors no longer enrolled in Class Teaching with the elementary majors, but instead took Education 339: Special Methods in their Major Subject, preceding student teaching.<sup>2</sup>

The new Campus Laboratory School opened in 1938, providing classes for children from kindergarten through grade twelve. For the most part, the Laboratory School teachers supervised the student teachers in this new school. The normal procedure was for each supervising teacher to have several student teachers assigned to her during each quarter.<sup>3</sup> The general pattern of providing sixteen quarter hours of

---

<sup>1</sup>Western Illinois State Teachers College, Western Illinois State Teachers College Quarterly, XIV, No. 1, (Macomb, Illinois, June, 1934), pp. 114-15.

<sup>2</sup>Western Illinois State Teachers College, Western Illinois State Teachers College Quarterly, XVI, No. 1, (Macomb, Illinois, June, 1938), pp. 84-87.

<sup>3</sup>Interview with Dr. John Roberts, former Director of Student Teaching, Western Illinois University. May 16, 1966.

student teaching for the elementary majors and twelve quarter hours credit for the secondary majors prevailed for most of the students until the time when the program began to move off campus. The final four hours of Integration in the Major Subject could not be counted toward the graduation requirements, but was taken to overcome deficiencies, or was taken to receive more teaching experiences.<sup>1</sup>

#### Beginning of Off-Campus Student Teaching

In 1926, Mr. Dwight Bailey, directed and supervised off-campus student teachers for the first time as part of the Rural Education Program (preparing teachers for the one-room rural schools). The majority of the students, however, remained at the Training School to complete their student teaching. To become certified for teaching in the rural schools, the students completed a one-year teacher training program. These elementary student teachers were placed in the one-room rural schools in McDonough County. The University provided transportation to and from the rural schools.

According to Mr. Albert Burgard, who taught and supervised the student teachers in these rural schools, each student completed just one term of student teaching.<sup>2</sup> The student teachers spent one-half day periods during either the fall or

---

<sup>1</sup>Ibid.

<sup>2</sup>Interview with Mr. Albert Burgard, former supervising teacher, February 25, 1967.

winter quarters at the rural schools, and received two credits for this training. During the spring quarter, which lasted just six weeks at the rural schools, the students spend full-day periods student teaching and received two credits. The student teachers who reported to him in the fall quarter had had no college work at this time.

In 1933, the students in this program were required to have two years of college training before the certificate could be issued. With this change, the students would have had at least one year of college study before beginning to student teach. Mr. Burgard mentioned that usually two or three student teachers were assigned to him each term.<sup>1</sup>

This Rural Education Program was abandoned in the early nineteen-forties because the certification laws required the students to have more college training before beginning to student teach, and because there were very few rural schools still remaining in operation.

The home economics department paved the way for off-campus student teaching for those students not preparing for rural schools. Dr. Wilma Warner of the home economics department relates a brief summary of their program:

About 1938 for the first time, homemaking teachers went to Bardolph for half day teaching, returning to campus at the end of each school day. They were under a qualified vocational teacher and supervised by a qualified teacher educator employed as part of the home econ-

---

<sup>1</sup>Ibid.

omics staff. This same policy was carried on in other sister institutions.

By Winter term 1945-46, student teachers lived off-campus for six (6) weeks and did full time student teaching directly under the supervision of a qualified vocational homemaking teacher and supervised by a qualified home economics teacher trainer, a member of the home economics staff at Western.

By 1954 student teachers were under the same supervisory setup with the time extended to nine (9) weeks at the request of the student teachers. Several student teachers prior to this time had elected the second term of six (6) weeks additional teaching experience.

Our home economics student teachers requested in 1960 this time be extended to twelve (12) weeks. For two years prior to all student teaching being on a twelve (12) weeks basis, home economics students were held back to conform to an overall policy.

From the inception of vocational home economics student teaching at Western until 1965, the placement, selection of off-campus centers and all supervisory duties from the Western campus, was the responsibility of the qualified teacher educator trained specifically for this purpose.

The overall goal from the beginning of this program was first hand experiences in the students chosen field. This meant the student stayed in the community, and cooperative selection of housing (approved by the local administration) was secured. This policy was also adhered to in home economics until 1966. The nature of home economics teaching requires experience with F.H.A., adult classes, participation in school and community activities, etc.

The list of suggested experiences were cooperatively worked out by home economics teacher educators, department heads, state vocational home economics staff, representative student teachers and principals. . . .<sup>1</sup>

Students (other than home economics and those under the Rural Education Program) did not begin to student teach

---

<sup>1</sup>Letter from Dr. Wilma Warner, home economics department, Western Illinois University, March 31, 1967.



off-campus until 1944. At this time the Bardolph and the Macomb High Schools were used as cooperating schools by various University departments.<sup>1</sup>

A study made in 1946 showed that 48% of the off-campus supervising teachers did not have the Bachelor's Degree, while all the supervising teachers in the Campus Laboratory School held at least a Master's Degree.<sup>2</sup> When the report of this study was made, the University faculty opposed the idea of the student teachers being supervised by teachers with so little training. Often the student teachers had more formal training than their supervising teachers. Because of this faculty opposition, very few cooperating schools were used to train the student teachers. The Campus Laboratory School continued to be used for almost all of the student teaching stations.

Dr. John Roberts, who served as Director of Student Teaching from 1946 through 1960 mentioned that it was very difficult to increase the amount of time spent in student teaching. On-Campus student teaching was on an hourly basis; one hour spent in the Laboratory School to do student teaching, and then back to the regular college classes. The University allowed only twelve quarter hours of student teaching credit toward graduation even though sixteen quarter hours were offered. Dr. Roberts also stated that the principal reason for the slow

---

<sup>1</sup>Dr. Roberts interview, loc. cit.

<sup>2</sup>Ibid.

movement to off-campus student teaching was the great difficulty in getting supervisors with the Master's Degree. He also felt that the exploding enrollments after World War II was a major factor in the movement to off-campus student teaching; there just wasn't room for all in the Campus Laboratory School with other students being provided observations, participation activities, and demonstration lessons.<sup>1</sup>

Mr. H. Waldo Horrabin, Principal of the Campus Laboratory School and former supervising teacher in science, stated that he had had a maximum of nine student teachers under his supervision during one term. While this was the extreme number placed at any one time, he usually had four students with him during each term.<sup>2</sup> This example, typical of most departments, demonstrates that the Laboratory School was very overcrowded for student teaching purposes. While receiving high quality supervision from the staff, the student teachers did not have an opportunity to do much teaching. As the enrollments increased so did the need for off-campus student teaching stations. But in the 1948-1949 academic year, only one additional senior high school was used as a cooperating school.<sup>3</sup>

In 1949, student teaching was changed to a two hour block of time.<sup>4</sup> The University paid the transportation ex-

---

<sup>1</sup>Ibid.

<sup>2</sup>Interview with Mr. H. Waldo Horrabin, Principal of the Campus Laboratory School, February 25, 1967.

<sup>3</sup>Western Illinois State College, Western Illinois State College Bulletin, XXVIII, No. 1, (Macomb, Illinois, June, 1948), p. 22.

<sup>4</sup>Dr. Roberts interview, loc. cit.

penses for those students who participated off-campus, but at the end of the 1958-1959 school year this practice ended. The years from 1950 through 1956 saw no change in the number of cooperating school districts. There were only four districts being used as off-campus cooperating schools: Bardolph, Carthage, Adair, and Macomb.<sup>1</sup>

Dr. George Potter was assigned to assist Dr. Roberts as Director of Off-Campus Student Teaching in 1957, and Dr. Norman Krong was assigned to assist Dr. Potter half-time in student teaching supervision. In 1958, Dr. George Slinger was employed to assist with student teaching supervision part time. Dr. Slinger left in 1960 and was replaced by Dr. Donald Cay, who also worked half-time in student teaching supervision. These supervisors were considered as generalists and supervised both elementary and secondary majors in the Laboratory School and in the off-campus schools.<sup>2</sup>

In 1958, the number of cooperating school districts increased from four to thirteen. Even with this increase in Cooperating schools and increase in numbers of student teachers working in the public schools, the majority of students still completed their student teaching requirements in the Laboratory School. It was not until 1960 that the number of student teachers off-campus surpassed the on-campus

---

<sup>1</sup>Western Illinois State College, Western Illinois State College Bulletin 1956-1958, XXXV, No. 3, (Macomb, Illinois, June, 1956), p. 16.

<sup>2</sup>Interview with Dr. George Potter, Former Director of Student Teaching, Western Illinois University, January 7, 1967.

student teachers.

The typical program for the secondary students was the following sequence of courses: Education 440 and 441: Student Teaching, four quarter hours each. Then Education 442: Final Integrating Course, four quarter hours credit, was usually taken making a total of twelve quarter hours. Eight quarter hours were required for certification. The sequence for the elementary majors was: Education 422, 423, and 424: Student Teaching, for twelve quarter hours required credits. Education 425: Teacher Skills, four quarter hours, could be taken on option. The student teachers were placed either in the Laboratory School or in the off-campus cooperating schools. The students taught either for a two-period block of time, or for a half-day period, and were supervised by the general supervisors from the student teaching office or by staff members from the students' major departments or the regular Laboratory School staff.

According to the official handbook at that time, the students were involved as follows:

Student teaching for four quarter hours of credit involve not less than ten class hours per week, including the time spent in supervising activities, study, or other school routine. This is exclusive of the time required for daily preparation or other assigned duties required by the course. The actual number of class hours of teaching should be approximately fifty hours in a class meeting seven hours per week, and thirty-six hours in a class meeting five hours per week. This is based on the recommendation that the Supervising Teacher teach forty percent of the class time. Responsibilities and experi-

ences should be shared in such a way that the teaching is a representative sample of the teacher's work.<sup>1</sup>

### Transition to Full-Time Student Teaching

Dr. George Potter became Director of Student Teaching in 1960, replacing Dr. John Roberts. He was assisted by two staff members, Dr. Norman Krong and Dr. Donald Cay, who worked half-time in student teaching supervision.

In 1960, Dr. Potter established a pilot study of full time off-campus student teaching. He placed two student teachers in the Canton Elementary Schools, and two student teachers in Galesburg Senior High School. These four student teachers lived in the communities for a full twelve week quarter and received sixteen quarter hours credit for their full time student teaching.<sup>2</sup> The students were supervised by the generalists and by the staff members of the various departments. Since the pilot study seemed to be a successful experiment, students were placed in other schools full time during the next few years on a very modest scale.

During the years 1961-1963, there was an attempt to phase out the regular student teaching experiences (student teachers spending only part of the day either in the Laboratory School or in the cooperating schools off-campus). This

---

<sup>1</sup>Western Illinois State College, Bench Marks in Student Teaching, (Macomb, Illinois, September, 1956), p. 13.

<sup>2</sup>Dr. Potter interview, loc. cit.

phasing out process took several years, as many of the students had already taken at least one course under this established program. There was a steady decline in the number of students remaining on campus to do their student teaching, as the number of student teachers off-campus increased steadily. Table 1 below shows this trend. This information was summarized from the Principal's Reports of the Laboratory School for the several years listed.

TABLE 1  
QUARTER HOURS EARNED IN  
STUDENT TEACHING

Year	On-Campus	Off-Campus
1954-1955	475	158
1955-1956	532	192
1956-1957	584	271
1957-1958	590	330
1958-1959	551	401
1959-1960	548	391
1960-1961	457	582
1961-1962	319	688
1962-1963	232	772
1963-1964	131	1257
1964-1965	140	1558 <sup>a</sup>

<sup>a</sup>Each number in the table indicates four quarter hours of credit

The numbers in Table 1 are somewhat confusing as listed but were recorded as such because the student teachers took either four, eight, or sixteen quarter hours during any one quarter on or off campus. This happened because both the

established and the new programs were operating simultaneously. Dividing the numbers in the table by four will yield the equivalent number of full time student teachers in each situation. The 1963-1964 school year saw a large increase in the number of off-campus student teaching. This was the first year that the resident program began in the Quad-Cities, and was considered the first year of the new student teaching program.

The forward of the Principal's Report of the Laboratory School program in the 1962-1963 issue reflected the changing nature of the student teaching program:

There has been a major shift from the traditional responsibility of providing student teaching opportunities to a broader area of professional training including the opportunities for the study of child development, theory of learning, pre-student teaching participation and observation.<sup>1</sup>

The increase in off-campus student teachers was paralleled by an increase in the number of cooperating school districts. Table 2 displays the number of cooperating school districts working with Western Illinois University.

Table 2 showed that the number of cooperating school districts doubled in the 1963-1964 school year-the year that the first Resident Coordinator was employed for the Quad-Cities Center. This was also the first year to require all new students to live off-campus for the twelve-week term to complete their student teaching. Sixteen quarter hours credit was given for this professional quarter of full-time student teaching.

---

<sup>1</sup>H. Waldo Horrabin, Principal's Report 1962-1963, Foreward.

TABLE 2  
OFF-CAMPUS COOPERATING  
SCHOOL DISTRICTS

Year	Districts	Year	Districts
1944-1948 . . .	2	1962-1963 . . .	25
1948-1949 . . .	3	1963-1964 . . .	50
1950-1956 . . .	4	1964-1965 . . .	96
1958-1960 . . .	13	1965-1966 . . .	103
1960-1961 . . .	18	1966-1967 . . .	105 <sup>a</sup>
1961-1962 . . .	19		

<sup>a</sup>The data in the table were summarized from the Undergraduate Catalogs and Staff Directories for the years indicated.

A committee of University staff, Laboratory School supervisors, cooperating school teachers and administrators met to establish policies of operation for this new professional quarter. These policies were published in a Student Teaching Handbook which was distributed to all participants. The handbook also described the role to be played by each participant; contained suggestions for supervision of the student teachers; provided sample evaluation sheets and lesson plans; and contained general information concerning the new student teaching program.

During the 1963-1964 school year, there were ten University staff members from the various departments working part time in student teaching supervision, two half-time generalists from the student teaching office, the Director of Student Teaching, and the Resident Coordinator working with



the student teachers.<sup>1</sup> Not all departments released staff members for student teaching supervision, but relied on the general supervisors and the Resident Coordinator to supervise their majors.

In his report for the fall quarter, the Director made a comparison of the total number of visits to the student teachers, supervising teachers, and administrators, and the total miles traveled by each of the staff members involved in student teaching supervision. This information was summarized below in Table 3. Added to the fall report were the following comments by the Director of Student Teaching:

Interpretation of this report requires careful study. For example, 34 of the 128 student teachers are supervised by special supervisors and the remaining 94 are the responsibility of the general supervisors and the Resident Coordinator. Those in the Laboratory School are not specifically designated.

The load for each supervisor has been determined in consultation with him in consideration of his total responsibilities (teaching, advising, etc.) and in accordance with the load and other guidelines previously adopted by all of the University supervisors through group action. Except for "Potter's Pool" each supervisor fully supervises the number indicated. The "Pool" is handled on a "drop by" or look-in basis, except in cases where special problems arise.<sup>2</sup>

A study of Table 3 disclosed that the Resident Coordinator had the lowest average miles traveled per visit to the student teachers, which indicated there was greater efficiency in making the supervisory visits, making each visit less

---

<sup>1</sup>George Potter, "Student Teaching Supervision Report, Fall Term, 1963-64." Report by Director of Student Teaching, Western Illinois University, Macomb, Illinois, 1964. (ditto).

<sup>2</sup>Ibid.

expensive in time and travel costs. Table 3 also showed that the number of visits to the student teachers and to the supervising teachers was considerably more for the Resident Coordinator. This meant the participating members in the public schools had more opportunity to receive assistance in their supervisory duties. The large number of supervisory visits and low mileage was made possible because the Resident Coordinator lived in the area with the student teachers, while the campus based staff members would need to travel in several directions from campus to visit the student teachers. While the general supervisors worked only part-time in supervision compared to full-time for the Resident Coordinator, the visits by the Resident Coordinator were still very favorable.

TABLE 3  
STUDENT TEACHING SUPERVISION FALL QUARTER 1963

Sup. <sup>a</sup>	No. of St. T.	Visits to:		Miles	Ave. Mi/visit <sup>b</sup>
		St. T.	Sup. T.		
1	1	4	8	560	140
2	5	23	24	2228	97
3	2	7	10	64	9
4	7	52	50	4069	79
5	5	13	15	755	58
6	1	5	4	349	70
7	3	11	11	260	25
8	1	2	3	---	--
9	6	37	47	3642	98
10	3	3	2	196	65
Gen. A	13	49	63	588	12
Gen. B	12	76	80	873	11
Res. Co.	17	186	212	1160	6
Dir.	49	49	53	2394	49

<sup>a</sup>The supervisors are identified by number and letter rather than by name.

<sup>b</sup>The computation of the averages are the author's and are not part of the report.

During the winter quarter of the 1963-1964 school year, the University supervisors of student teaching issued a resolution portraying some of the problems facing them during the year. The full text of the resolution follows:

The University Supervisors petition the Department Heads, the Deans, the Provost, and the President to analyze Western's Student Teaching program in terms of the supervision provided and needed.

We submit that this phase of the program is inadequate because it is understaffed. These comments are made as a result of our direct contacts with the public schools this year in full-time student teaching.

There is too little supervision in some of the teaching fields. In some fields there is no supervision. In some few fields it is adequate.

Too often the supervision is provided on an overload basis; i.e., the University Supervisor performs this function in addition to his other assigned duties. Under these circumstances the supervisor either doesn't visit the student teacher or dismisses some of his classes in order to get away a sufficient length of time, or reduces his supervision.

The staffing condition contributes to several shortcomings:

1. Western is not fulfilling its contractual obligations. It has assured the public schools that University Supervisors would work closely with them. In a sufficient number of cases, this has not been possible.
2. The administrators in these schools often ask, "When will a Western representative visit us?"
3. The supervising teachers, some of whom are new in the program, point out that they need help in planning the program, in actually carrying it out, and in evaluating the work of the student teachers.
4. The student teachers themselves often feel neglected. Some feel that they have been "farmed out" and forgotten. They wonder why some student teachers in the public schools are visited by a University faculty member and receive help and why they aren't also visited.

5. There are severe inequities among the several departments which have student teachers. Some have adequate supervision, while others have little or none and do not seem to have much prospect for changing the situation.
6. This situation detracts from our efforts to provide a good public image. There are a number of instances where we have student teachers in a school system where several other colleges and universities also have student teachers. In terms of supervision, in some cases we compare favorably, in others very unfavorably - so unfavorably that our opportunities for securing student teaching stations there next year is seriously hampered - let alone the difficulties of maintaining adequate supervision there this year.
7. Lastly, and most importantly, this situation seriously weakens this capstone experience - student teaching!!

We respectfully petition the Department Heads, the Deans, the Provost, and the President to study this situation as they employ and assign staff.<sup>1</sup>

The Director of Student Teaching and the University supervisors were not satisfied with the present type of supervision. Some departments were adequately providing supervision while other departments were doing little or nothing. It was during this time too, that enrollments increased sharply, putting heavy demands on each department's teaching staff. It began to be evident that supervision under this plan just would not be adequate for an expanding off-campus program. The resolution brought the problem to the attention of the University administration and confirmed the notion that changes in staffing and supervisory practices were necessary.

---

<sup>1</sup>University Supervisors, "Resolution of the University Supervisors (of Student Teaching) (Approved at a Meeting of February 24, 1964)," Western Illinois University, Macomb, Illinois, 1964. (ditto)

The Director of Student Teaching stated that the special departmental supervisors would be valuable to the student teaching program, and had a role to play in helping to serve the student teachers and the supervising teachers.<sup>1</sup> However, as indicated in the resolution, the supervision from the departments was not forthcoming.

As a result of the resolution, the rising enrollments at the University, the overcrowded condition of the Laboratory School, and by the inadequate supervision provided by most departments, the decision was made to employ four more Resident Coordinators to supervise the off-campus student teachers. These Resident Coordinators would be responsible for the assignment and the supervision of the student teachers placed in their areas. The Resident Coordinators would not have teaching duties on campus, but would live and work full time in the Resident Center. In addition to the general supervision of the student teachers, the Resident Coordinator would be responsible for a continuous training and orientation program for the supervising teachers and administrators in the Resident Center. He would provide weekly seminars for the student teachers and periodic general seminars for the public school participants. The Resident Coordinator could provide other services for the University such as presenting college night programs for area schools, provide counseling for teachers on educational problems, provide extension classes,

---

<sup>1</sup>George Potter interview, loc. cit.

distribute University publications and information, and generally serve as liason agent for any University business in the area. Some departments of the University have continued to provide staff to supplement the general supervision of the Resident Coordinators. These departments were speech, mathematics, physical education, industrial arts, and home economics.

#### Modern Program of Full Time Student Teaching

In 1964, Mr. Howard Smucker assumed the position of Director of Student Teaching. Four additional Resident Coordinators were employed for this school year, increasing the total staff to five members. The five Resident Centers served the areas of Chicago, Quad-Cities, Peoria, Quincy-Springfield, and Macomb-Galesburg. Dr. Krong and Dr. Cay no longer supervised student teachers, but became full time teaching members of the education department.<sup>1</sup>

With the beginning of the 1964-1965 school year, the Directors of Student Teaching have felt that the Resident Coordinators could adequately supervise the student teachers without the assistance of the departmental staff supervisors.<sup>2</sup> The feeling has been that the team of the Resident Coordinator and the supervising teacher could provide quality and efficient supervision. The supervision by the departmental staff members would be costly and would duplicate the efforts of

---

<sup>1</sup>Interview with Dr. Norman Krong, University supervisor, Western Illinois University, April 11, 1967.

<sup>2</sup>Interviews with the former Director of Student Teaching, Howard Smucker, February 22, 1965; and with the present Director, Dr. Robert Findley, October 2, 1966.

this team.. The team would call upon the departmental staff supervisors for assistance if problems developed which they could not solve.. A few departments did not agree with this policy and continued to send out their representatives to supervise their own majors. These departments hold that the student teachers should be supervised by specialists from each department.

During the 1965-1966 school year, the number of co-operating school districts increased sharply to ninety-six.. Only those student teachers needing special attention did their teaching in the Campus Laboratory School.

Due to increasing enrollments, the Macomb-Galesburg Resident Center was divided beginning with the 1965-1966 school year. This was made possible with the employment of an additional Resident Coordinator.

Dr. Robert Findley became Director of Student Teaching beginning with the 1966-1967 school year. The Resident Coordinator staff was increased to nine with the employment of three additional men.<sup>1</sup> Table 4 illustrates the development of the Resident Coordinator staff.

While each Resident Coordinator had the responsibility to supervise all student teachers assigned to his center, the industrial arts, home economics, and the physical education departments continued to supplement this supervision

---

<sup>1</sup>The location of the nine resident centers for Western Illinois University during the 1966-1967 school year is displayed in the appendix on page 100.

with their own staff members.

TABLE 4  
GROWTH OF THE RESIDENT COORDINATOR STAFF

Year	No. of Resident Coordinators
1963-1964 . . . . .	1
1964-1965 . . . . .	5
1965-1966 . . . . .	6
1966-1967 . . . . .	9

The typical professional sequence currently completed by students at Western Illinois University as the pre-student teaching course of study is listed below:

**Freshman:** Education 101 (2 quarter hours). Introduction to Education. This is a pre-professional orientation to the over all survey of the teaching profession.

Psychology 120 (2 Quarter hours). General Psychology. This is "an introduction to the basic procedures in the scientific study of behavior and to the elementary principles of behavior. The first quarter emphasizes such topics as measurement, perception, motivation, and learning."<sup>1</sup>

**Sophomore:** Education 201 (5 quarter hours). Educational Psychology. This course deals with "growth and development of the Individual, per se, and in his peer group, including physical, mental, emotional, and social aspects; mental hygiene."<sup>2</sup>

**Junior:** Education 301 (5 quarter hours). Educational Psychology. This course deals with "the learning process and the guidance of learning; individual differences; evaluation."

"Education 201 and Education 301 are courses which provide pre-student teaching laboratory experiences. Laboratory experiences in Education 201 include individual and group observations and case study work. Laboratory experiences in Education 301 include some bit

---

<sup>1</sup>Western Illinois University, Undergraduate Catalog 1966-1967, XLV, No. 1 (Macomb, Illinois, January, 1966), p. 141.

<sup>2</sup>Western Illinois University, Student Teaching Handbook 1965, (Macomb, Illinois, 1965), p. 17.



teaching or participation as each student moves gradually into a limited role of instruction in a classroom of his major area in the Laboratory School or the Maccomb Public School System."<sup>1</sup>

According to Dr. Thomas Filson who helped set up the procedures for Education 301:

During this course the student will work in the public schools doing the following: He will make four structured observations of the supervising teacher and two observations of a fellow student (usually the other student that is teaching that class). He will then plan and teach that class for four to five days. He will prepare formal lesson plans and write test items, which he will administer and score if conditions warrant. He will then write comments on each day's teaching and finally, essays concerning himself as a teacher and how he applied what he had learned in the course up to that time.<sup>2</sup>

The secondary majors taking this course have not had methods courses, while the elementary majors usually have had some of their methods courses preceding this experience.

Elementary majors, both kindergarten-primary and intermediate, complete professionalized subject matter-methods courses in the following areas: mathematics, social studies, library science, physical education, language arts, music, art, and science. They also complete work in audio-visual education and the teaching of reading.

Persons enrolled in the junior high school curriculum complete a methods course in their major area and, in some cases, in their minor area. They also take work in audio-visual education, the junior high school, guidance, and curriculum.

Persons training for teaching in the secondary schools complete a methods course in their major departments.<sup>3</sup>

Education 339 (4 quarter hours). Special Methods in

<sup>1</sup>Ibid.

<sup>2</sup>Thomas N. Filson, Instructional Decision Making (Dubuque, Iowa: Wm. C. Brown Book Co., 1966), p. 111.

<sup>3</sup>Western Illinois University, Student Teaching Handbook, loc. cit., pp. 17-18.

Major or Minor Subject. Preparation for student teaching in terms of analysis of objectives, selection and organization of resource and teaching units, and development of procedural techniques; units in analysis of reading problems; utilization of instructional materials; construction of teacher made tests.<sup>1</sup>

Senior: Education 401 (4 quarter hours). Historical, Social, and Philosophical Foundations. This course deals with the development of the American education system; the social framework and philosophical ideas in influencing the schools, relationships between the school and other agencies; teacher responsibility for the curriculum; professional ethics.<sup>2</sup>

Education 401 may be taken either before or after student teaching is completed. Students wishing to student teach must make application "in the office of the Director of Student Teaching not later than April 1st of the academic year preceding the year in which he desires a student teaching assignment."<sup>3</sup>

The Resident Coordinator receives the applications<sup>4</sup> from the Director and attempts to assign the students in the center requested. The Resident Coordinator places the student teacher with a supervising teacher after consultation with the superintendent of the cooperating school or with a person selected by the superintendent.

---

<sup>1</sup>Western Illinois University, Undergraduate Catalog 1966-1967, loc. cit., p. 96.

<sup>2</sup>Western Illinois University, Student Teaching Handbook, loc. cit., pp. 17-18.

<sup>3</sup>Ibid., p. 19.

<sup>4</sup>A copy of the Student Teaching Application can be found on page 102 of the Appendix.

The student teachers meet with their Resident Coordinator during the quarter preceding the student teaching assignment. At this meeting the students are given orientation about the procedures to follow during the term of student teaching..

The supervising teachers have also attended an orientation meeting which describes their role in the program.

Prior to the beginning of the student teaching term the student visits the school to which he has been assigned.

On this orientation visit, the student teacher should have an opportunity to:

1. Visit the school;
2. Meet the principal;
3. Visit the classrooms where he will teach;
4. Meet and confer briefly with the supervising teacher; and
5. Engage in any other appropriate orientation activities as time permits.<sup>1</sup>

Also at this time the student teacher could begin to make arrangements for housing for the student teaching term. The Resident Coordinator has a housing list to assist the student teachers, and usually the school districts have an approved housing list for their use.

In summary, this chapter contains a description of the evolving student teaching programs beginning with the inception of the University in 1902. By studying the old publications of the University and by interviewing participants of the various programs, the writer was able to determine the nature of the changing student teaching programs. The

---

<sup>1</sup>Western Illinois University, Student Teaching Handbook, loc. cit., p. 22.

study revealed the reasons for the changes in the programs and the supervisory practices paralleling the changes. The chapter concluded with a description of the present pre-student teaching experiences and the modern program of off-campus student teaching in the Resident Center..

## CHAPTER III

### PRESENTATION AND ANALYSIS OF THE DATA CONCERNING THE QUAD-CITIES STUDENT TEACHING PROGRAM

#### Methods of Collecting Data

Beginning with the 1963-1964 school year, student teachers from Western Illinois University have been doing full-time student teaching in the Quad-Cities Resident Center. The writer was the original Resident Coordinator with the beginning of the off-campus resident program.

Study of off-campus student teaching began, however, in 1962, when the writer first attended Michigan State University at East Lansing, Michigan. While at Michigan State University, the historical and current literature concerning student teaching was reviewed, and the resident student teaching programs were discussed with the Director of Student Teaching and other staff members. Other valuable background experiences included interviews with the Lansing area Coordinator; and visits to student teacher and supervising teacher seminars during the 1962-1963 school year.

One segment of this study was to determine the status of the Western Illinois University student teaching program in the Quad-Cities as seen by the University and public school participants. While the program was in its third year of operation, it was felt that many participating administrators

and teachers could provide judgments as to the condition of the new program.

The writer selected the "Standards for Student Teaching Programs" (hereafter called "Standards") adopted by the Superintendent of Public Instruction and the State Teacher Certification Board in April 30, 1965, as the guiding criteria by which to evaluate the current student teaching program in the Quad-Cities Center. These "Standards" were very appropriate for this study because as stated in the instrument:

The . . . minimum requirements for student teaching will be applied by the Superintendent of Public Instruction and the State Teacher Certification Board, effective not later than September 1, 1967, in determining whether or not to approve teacher education programs leading to teacher certification. While it is expected that these standards will be met, it is understood that student teaching programs will be judged on their total merit. Some programs of generally high quality may be approved even though they do not fully meet one or two of these standards. An institution wishing to deviate from these standards must submit its proposed student teaching program to the State Teacher Certification Board for its consideration.<sup>1</sup>

Then, as stated in the Illinois Association for Student Teaching Newsletter:

Drafting the standards was a two-year task for a committee composed of representatives of ICTEPS, [Illinois Commission on Teacher Education and Professional Standards] the Illinois Association for Student Teaching, and the Illinois Association of School Administrators. The draft was also approved by the Illinois Association for Teacher Education in Private Colleges and by teacher education representatives in public institutions.<sup>2</sup>

According to the Secretary of the State Teacher Certi-

---

<sup>1</sup>State of Illinois, State Teacher Certification Board, "Standards for Student Teaching Programs," page 1.

<sup>2</sup>Illinois Association for Student Teaching, "Illinois Association for Student Teaching Newsletter," (Spring, 1966).

fication Board, teacher training schools are now in the process of being evaluated by these standards.<sup>1</sup>

The "Standards" have five major divisions of criteria by which to evaluate student teaching programs. The five divisions are: College Supervisors; Supervising Teachers; Organization; Selecting Schools and Teachers; and Admission to Student Teaching.

To more fully assess the Quad-Cities program, a sixth division of Additional Information was formulated. This division of needed additional information dealt with questions of finance, indications of strengths and weaknesses, of benefits and problems, and solicitations of suggestions for improvement. Using these six divisions as guidelines, a questionnaire was developed to compare the Quad-Cities Resident program against these criteria..

Separate questionnaires were developed for supervising teachers and for administrators. The suggestions of Paul Clem<sup>2</sup> and Carl Brautigan<sup>3</sup> in their doctoral dissertations proved to be very helpful. These suggestions concerned types of ques-

<sup>1</sup>Interview with Robert Brissenden, Secretary, State Teacher Certification Board, February 17, 1967.

<sup>2</sup>Paul N. Clem, "A Study of the Michigan State University Full Time Resident Student Teaching Program," (unpublished Ed. D. dissertation, Michigan State University, 1958), pp. 69-77 and 143-46.

<sup>3</sup>Carl W. Brautigan, "A Study of the Effects of the Michigan State University Full-Time Resident Student Teaching Program on the Local Schools in the Southwestern Michigan Center for Full-Time Resident Student Teaching," (unpublished Ed. D. dissertation, Michigan State University, 1959), pp. 103-122.

tions to ask, and topics to probe to gather maximum information from a questionnaire in an investigation of a student teaching program..

The Director of Student Teaching at Western Illinois University in 1966, Mr. Howard Smucker, and other Resident Coordinators reviewed the questionnaires and made suggestions to improve their quality so as much valuable information as possible could be received about the status of the student teaching program in the Quad-Cities Resident Center. After this final revision, the questionnaires were reproduced so information could be received dealing with the six divisions mentioned above..

The questionnaires were distributed during the spring term of the 1965-1966 school year, near the end of the third year of operation of the Quad-Cities Center. Each person who had participated in the student teaching program was given a questionnaire, with the exception of those who were supervising for the first time during the spring quarter of 1966 and had not finished a complete term of work, those supervising teachers and administrators who had retired or transferred, or those participants who could not be reached for various reasons. There were ninety questionnaires distributed to supervising teachers and thirty-one questionnaires distributed to administrators. Eighty-three (92%) supervising teacher questionnaires were returned, and twenty-six (84%) of the administrator questionnaires were returned.





The data from the supervising teachers and administrators were tabulated separately. The teacher questionnaires were also separated as being from elementary, junior high, or senior high supervisors, and were tabulated independently. This was done to determine if any special problems were developing at any of the various levels.

To complete the study additional data were gathered from the files of the student teaching office at Western Illinois University, the files of the Resident Coordinator, and from various University publications.

### The Data

The procedure followed to present and analyze the data was: First, there was a listing of the standard or topic from each of the six divisions; then, the data dealing with each item; and finally the analysis of the data presented. Thus, point by point, a careful evaluation of the Quad-Cities student teaching program was made and recorded in the remainder of this chapter.

### College Supervisors

SUPERVISION FROM THE COLLEGE SHOULD MAKE IT POSSIBLE FOR THE SUPERVISOR TO HAVE A POSITIVE IMPACT ON STUDENT TEACHER GROWTH. THE QUALIFICATIONS OF STAFF MEMBERS RESPONSIBLE FOR SUPERVISION AND THE TIME PROVIDED SHOULD MAKE POSSIBLE ADEQUATE GUIDANCE AND HELP.

- 1.1 The college supervisor should have had preparation for supervision either through experience or professional study and should have had experience as a

teacher below the college level.

The formal preparation requirements for the college supervisor should exceed the minimum specified for the supervising teacher in the school.

Before joining the staff at Western Illinois University, the college supervisor (Resident Coordinator) in the Quad-Cities Center had had twelve years experience in the public schools including seven years experience as junior high school principal. The formal training included more than forty semester hours beyond the Master's Degree prior to his assuming this position as Resident Coordinator. This training included study in the area of supervision with special study in the field of student teaching supervision. The Resident Coordinator also completed an additional twenty semester hours of training since joining the staff at Western Illinois University. Therefore, the formal preparation of the University representative does exceed the minimum specified for the supervising teachers.<sup>1</sup>

- 1.2 Full-time student teachers should be visited by the college supervisor at least once every two weeks. Half-time student teachers should be visited by the college supervisor at least once every three weeks.

Each supervisory visit should be of sufficient length of time to allow the college supervisor to understand the student teacher's behavior and consult with the student teacher, the supervising teacher, and appropriate administrative personnel. The total time spent by the supervisor in visitation and contact with the student teaching situation should allow the college supervisor to take an active part in the final evaluation of the student teacher.

---

<sup>1</sup>The following limitations of the minimum requirements should be noted: (1) The qualifications of the college supervisor are based partially on undefined qualifications of supervising teachers, and (2) an individual could meet these requirements and be a poor college supervisor.

A record had been kept of the number of supervisory visits made by the Resident Coordinator during the terms the center had been in operation. Table 5 below summarizes this information. The data for the table were collected from the files of the Resident Coordinator.

TABLE 5  
SUPERVISORY VISITATIONS MADE BY  
THE RESIDENT COORDINATOR

Year	Term	Total Visits	Ave. Visits	Min-Max Visits
1963-64	Fall	160	9.4	9-11
	Winter	135	6.8	4- 8
	Spring	114	5.4	4- 8
1964-65	Fall	169	6.0	4- 9
	Winter	138	4.9	4- 6
	Spring	113	4.7	4- 5
1965-66	Fall	126	6.3	6- 7
	Winter	118	5.4	5- 6
	Spring	127	5.1	5- 6
1966-67	Fall	129	6.2	5- 7
	Winter	134	6.4	6- 8
	Spring	145	4.7	4- 6

The large number of supervisory visits during the fall terms of the 1963 and 1964 school years were made possible by the early opening date of cooperating schools. Most of the students started their student teaching at this early date, providing them a thirteen or fourteen week experience. The Resident Coordinator was able to make more supervisory visits during this extended term. The relative smaller number

of total visits during the terms of the same years was caused by two factors. First, there was a shorter student teaching term due to an earlier closing date of the cooperating schools. Second, during the spring term the Resident Coordinator had the additional duty of assigning student teachers for the following year, which took considerable time away from making supervisory visits.

The last column in Table 5 shows the minimum and maximum number of supervisory visits made by the Resident Coordinator to any student teacher during the term. There were several reasons for the differences in the number of visits to the student teachers. First, some student teachers were visited by other University staff members in addition to the visits of the Resident Coordinator. Therefore, it was decided that the Resident Coordinator should visit more often those student teachers who were not visited by other University supervisors. Second, the Resident Coordinator was instructed, as an economy measure, to limit the number of supervisory visits to those student teachers who taught a great distance from the Quad-Cities.

On an average, the table shows that during most of the terms the student teachers were visited at least as often as stipulated in the "Standards". In about half the terms, the student teachers were visited more often than stipulated as being minimum requirements.

The Resident Coordinator made every attempt to sche-

dule the visitation during a period when he would have an opportunity to have a conference with the student teacher. In the beginning of the student teaching term the supervisory visit was just for one period as the student teachers were doing only bit teaching or possibly teaching only one period a day. However, as the term progressed it was possible to stay for longer periods of time as the student teachers would be in charge of classes for longer periods. It was almost always possible to have at least a short conference with the student teacher after a teaching session. Commonly the conference session was from one-half to one hour in length. Often it was possible and valuable to have a three-way conference which included the supervising teacher. The length of the supervisory visits have varied from twenty minutes to a half-day. The longer visits have occurred during times when the student teachers needed special assistance.

The participants in the public schools were asked a series of questions concerning their feelings about the supervisory visits of the Resident Coordinator. The information concerning the supervisory visits was recorded in Table 6.

Parts A and B of Table 6 disclosed that the participants overwhelmingly felt the Resident Coordinator visits often enough to help in the evaluation of the student teachers, and stays long enough during each visit to gain information about the student teachers.

TABLE 6

RESPONSES OF PUBLIC SCHOOL PARTICIPANTS  
TOWARD THE SUPERVISORY VISITATIONS  
OF THE RESIDENT COORDINATOR

---

A. Does the Resident Coordinator visit often enough to help in the evaluation of the student teacher?

Elementary	Yes <u>20</u>	No <u>0</u>
Junior High	Yes <u>15</u>	No <u>0</u>
Senior High	Yes <u>46</u>	No <u>2</u>

B. Does the Resident Coordinator stay long enough during each visit to gain information about the student teacher?

Elementary	Yes <u>20</u>	No <u>0</u>
Junior High	Yes <u>15</u>	No <u>0</u>
Senior High	Yes <u>47</u>	No <u>1</u>

C. In addition, would you prefer visits from special subject matter supervisors from the University?

Elementary	Yes <u>7</u>	No <u>12</u>
Junior High	Yes <u>9</u>	No <u>5</u>
Senior High	Yes <u>22</u>	No <u>23</u>
Administrators	Yes <u>10</u>	No <u>14</u>

---

The results of part C were interesting in that the participants were about equally divided as to whether they would prefer visits by special subject matter specialists in addition to supervisory visits from the Resident Coordinator. The elementary teachers were almost two to one against additional visits, while the junior high teachers were almost two to one for additional visits. The senior high teachers were about equally divided as to their feelings on having additional visits. The administrators were about three to two

against having additional visits made in the schools. Of the 102 responses to this question, 47% favored additional visits, while 53% would not prefer having special subject matter supervisors visit them.

During the last three years the trend has been for the Resident Coordinator to do more of the total supervision of the student teachers. With expanded enrollments on campus, the department heads could not release their staff members for supervisory duties off-campus. As mentioned earlier only a few departments still send out campus based faculty to supervise the student teachers.

The participants were also asked how they evaluated the idea of having a full time Resident Coordinator from the University supervising the student teachers. The comments from each of the four groups of participants are summarized below. The number preceding the comments indicate the number of times each comment was mentioned.

Elementary Teachers:

- 7-Convenient and helpful to discuss the student teacher's problems
- 7-Good idea
- 4-Excellent idea
- 3-Very desirable and essential
- 2-Helpful to the student teachers to discuss problems
- 1-Disturbing to children to have so many adults around
- 1-Helps to motivate the student teacher
- 1-Better contact maintained with the University
- 1-I wonder if elementary and secondary student teachers should be handled separately

Junior High Teachers:

- 5-Excellent idea
- 2-Our only coordination link
- 2-Helpful
- 2-Good



- 2-Very available to talk over problems
- 1-Helps to have coordinator to make so many visits
- 1-Wish he would visit several days consecutively
- 1-This is the best way
- 1-Especially helpful to new supervising teachers

Senior High Teachers:

- 14-Excellent, assists in supervision and strengthens the program
- 13-Good idea, can get help quickly, and provides closer communication
- 7-Helpful to the student teacher and supervising teacher
- 5-Very important and one of the best improvements; much better than having a local teacher
- 3-Essential since a large number of student teachers come here
- 2-Maintains standards and measures progress
- 2-A needed service, the best plan
- 1-Not necessary
- 1-Shows interest in student teachers and the local school

Administrators:

- 8-Excellent
- 6-Highly approve
- 5-Good, a tie with the University
- 2-Satisfactory
- 1-Gives us support
- 1-Aids the supervising teacher and the student teacher
- 1-Solves problems with no delay
- 1-Needs to spend more time
- 1-Gives the student teacher security

The information from the summary disclosed that almost all of the participants highly approved of having a Resident Coordinator from the University living in the community and assisting with the supervision of the student teachers. The supervising teachers appreciated the fact that the students were not assigned to them and forgotten by the University. The respondents also stated that through the Resident Coordinator they maintained a contact with the University and were really a part of the student teaching program.

- 1.3 The college supervisor's load for teaching classes, advising students, and the like, should be adjusted to provide time for adequate supervision as outlined in item 1.2.

The load of the Resident Coordinator in the Quad-Cities Center has been full time supervision, with no teaching duties during the academic year to interfere with the supervision of the student teachers.

- 1.4 The ratio of full-day student teachers to full-time supervisors from the college faculty should not be over twenty to one during each student teaching period. The ratio of half-day student teachers to full-time supervisors should not be over thirty to one. Part-time supervisors should maintain the same ratios for the portion of their time used for supervision. Travel time should be taken into account when supervision is away from campus.

Table 7 below shows the supervisory load of the Resident Coordinator in the Quad-Cities Center. This information was taken from the files of the Resident Coordinator.

TABLE 7  
SUPERVISORY LOAD OF THE  
RESIDENT COORDINATOR

Year	Term	Load	Year	Term	Load
1963-64	Fall	17	1965-66	Fall	20
	Winter	20		Winter	22
	Spring	21		Spring	25
1964-65	Fall	28	1966-67	Fall	21
	Winter	28		Winter	21
	Spring	24		Spring	31

Table 7 revealed that there were only three terms when the ratio of student teachers to full-time supervisors was twenty to one or less. There were nine terms when the ratio was more than twenty to one. Since several student teachers were visited by special subject matter supervisors each term in addition to the visits made by the Resident Coordinator, the actual ratio each term would be somewhat improved. This supplemental visitation was also improved by the inclination of some campus based staff members to make unannounced supervisory visits on their own time and at their own expense. However, in summation, the load of the Resident Coordinator did not meet minimum standards 75% of the time. There have been no exclusive part-time supervisors nor part-time student teachers scheduled in the Quad-Cities Center.

### Supervising Teachers

SUPERVISING TEACHERS CONSTITUTE A MOST IMPORTANT GROUP IN THE SUCCESS OF STUDENT TEACHING PROGRAMS. SUPERVISING TEACHERS SHOULD BE RECOGNIZED AS SUPERIOR CLASSROOM TEACHERS FITTED FOR THEIR RESPONSIBILITIES THROUGH EXPERIENCE AND PREPARATION.

#### 2.1 The supervising teacher should:

Hold the highest type of professional certificate applicable to his position.

Hold a master's degree or have completed 30 semester hours of graduate work beyond the bachelor's degree.

Have at least three years of teaching experience.

Be recognized as a superior teacher in his own school system.

The administrators were asked to comment on the qual-

ifications of the supervising teachers in their schools.

Their responses to four questions were summarized in Table 8.

TABLE 8

ADMINISTRATOR COMMENTS ON QUALIFICATIONS  
OF SUPERVISING TEACHERS

---

---

A. Do they hold the highest type of professional certificate applicable to their positions?

Yes 23 No 2

B. Do they hold a master's degree or have completed 30 semester hours beyond the bachelor's degree?

Yes 12 No 13

C. Have they had at least three year's experience?

Yes 24 No 2

D. Are they recognized as superior<sup>1</sup> teachers?

Yes 25 No 1

---

<sup>1</sup>The term "superior" is not defined by the "Standards". This limitation allows for any local definition of the term. A teacher could meet all of the listed requirements and still be a poor supervisor.

Sections A, C, and D indicated that administrators believed almost all the supervising teachers were meeting minimum qualifications on those stipulations. To the writer's knowledge only one supervising teacher had had less than three years experience, and then had only partial responsibility for supervision. The responses for Part B indicated rather strongly that a large percentage of teachers did not meet the

minimum formal training requirements. Over one-half of the administrators stated that the supervising teachers did not have a master's degree or 30 semester hours of graduate work beyond the bachelor's degree.

The supervising teachers were asked to list their teaching experience and the extent of their formal training. A summary of this data was placed in Table 9.

TABLE 9  
THE FORMAL TRAINING AND EXPERIENCE  
OF SUPERVISING TEACHERS

Teachers	No. of Teachers Holding		No. of Years Exper. <sup>b</sup>		Sem. Hrs. Beyond Degree <sup>b</sup>	
	B.S.	M.S. <sup>a</sup>	B.S.	M.S.	B.S.	M.S.
Elementary	12	8	14	25	12	8
Junior High	5	10	19	17	16	15
Senior High	10	38	12	20	13	23

<sup>a</sup>Master's degree or Bachelor's degree plus 30 sem. hrs.

<sup>b</sup>The computed mean.

The data in Table 9 disclosed that only 67% of the supervising teachers have completed enough formal training to meet the minimum requirements of the "Standards". The senior high teachers met the requirements in 79% of the cases, while 67% of the junior high teachers met the requirements, and only 40% of the elementary teachers were properly prepared.

In general, the teachers were quite experienced, as

the computed mean of each group of teachers was well beyond the minimum of three years as suggested in the "Standards". The total range for all the teachers was from two years to forty-four years teaching experience.

While the table illustrated that one-third of the supervising teachers did not have the Master's Degree, it indicated that these teachers have taken additional work beyond the Bachelor's Degree. The table also revealed that those teachers with the Master's Degree have taken additional graduate work, especially the senior high teachers.

Each supervising teacher stated on the questionnaire that he held the highest type of professional certificate applicable to his teaching position.

## 2.2 The supervising teacher's work load (including teaching, extracurricular activities, and committee assignment) should not be heavier than that assigned to other teachers.

The supervising teachers were asked if they felt that their work load was heavier than that assigned to other teachers. Their responses were listed in Table 10.

According to the information in Table 10, the junior high teachers, more than any other group, indicated that their work load was heavier than other teachers. Seventy-three per cent of the teachers, however, did not feel their work load was more than the other teachers. The supervising teachers should have a somewhat reduced load as this supervision does take extra time from their own planning and preparation for

teaching.<sup>1</sup>

TABLE 10  
SUPERVISING TEACHERS' FEELINGS  
ABOUT THEIR WORK LOAD

---



---

Is your work load heavier than that assigned to other teachers?				
Elementary	Yes	<u>5</u>	No	<u>15</u>
Junior High	Yes	<u>7</u>	No	<u>7</u>
Senior High	Yes	<u>10</u>	No	<u>38</u>

---

- 2.3 The supervising teacher, including the teacher in a campus school, should have no more than the equivalent of two full-time student teachers during each student teaching term.

The records of the Resident Coordinator revealed that no supervising teacher has supervised more than two full-time student teachers during a school year (three student teaching periods). This was a much lighter supervisory load than that suggested in the "Standards". There have been very few teachers who have had two student teachers per year as opposed to the suggested two student teachers per term.

The administrators were in agreement with this policy of a light supervisory load for their supervising teachers. In response to a question on the number of student teachers which should be assigned to a teacher during a years time-twelve administrators stated that one per year was sufficient, nine administrators said that two or less should be assigned,

---

<sup>1</sup>Florence B. Stratemeyer and Margaret Lindsey, Working With Student Teachers (New York: Bureau of Publications, Teachers College, Columbia University, 1958), pp. 6-11.

and only one said that three student teachers should be assigned during a year.

### Organization

THE STUDENT TEACHING PROGRAM SHOULD BE SO ORGANIZED AS TO ENCOURAGE MAXIMUM PROFESSIONAL GROWTH ON THE PART OF STUDENT TEACHERS. IT SHOULD INCLUDE THE BREADTH OF EXPERIENCES NECESSARY FOR SUCCESSFUL INDUCTION INTO TEACHING.

- 3.1 The student teaching period must provide the student with opportunities to observe and to take part in the usual out-of-class activities of teachers.

The supervising teachers were asked to list the out-of-class activities which they provided their student teachers. There was no attempt made to group these activities by level because of the very close similarity of activities provided at each teaching level. The activities are listed below in order of the number of times mentioned on the questionnaires:

- General faculty meetings
- Club activities
- Department meetings
- PTA meetings
- Study hall supervision
- Class meetings
- Playground supervision
- Sports activities
- Cafeteria duty
- Professional organizations
- Social activities

The faculty meeting was by far the most common activity mentioned at each level. From the wide variety and large number of activities listed by each supervising teacher, it seemed that the student teachers were being made aware of, and were given an opportunity to participate in many out-of-class activities that they will face when they become fully certified teachers.



- 3.2 The supervising teacher should be provided with information about the student teacher needed to offer the student teacher adequate direction and guidance.

Before being eligible for student teaching, each student while on campus prepares application information sheets. One copy of the form is used by the Resident Coordinator in making the assignment to the supervising teacher felt best able to meet the needs of the student teacher. Another copy of the information sheet is given to the cooperating school for use especially by the supervising teacher.

The supervising teachers and administrators were asked if they received sufficient information about the student teachers, and if not, to list what information they would prefer to have. Table 11 contains the responses to the question.

TABLE 11  
PARTICIPANTS' FEELINGS ABOUT RECEIVING  
SUFFICIENT INFORMATION ABOUT  
THE STUDENT TEACHERS

---

---

Were you provided sufficient information about the student teachers?		
Elementary	Yes <u>17</u>	No <u>2</u>
Junior High	Yes <u>13</u>	No <u>1</u>
Senior High	Yes <u>46</u>	No <u>2</u> <sup>a</sup>
Administrators	Yes <u>22</u>	No <u>4</u>

---

<sup>a</sup>One said this was not the fault of the University.

Information in Table 11 indicated that about 92% of the participants believed that sufficient information about the student

teachers was provided. While two elementary and one junior high teacher indicated that they did not receive sufficient information, they did not make a comment about what was lacking. The senior high teachers wanted a full record of the student teachers' past grades and more information on subject matter background. The University does send a transcript of grades on request of a participant in the cooperating schools, but this information is not sent routinely. The administrators stated that they would like more information on the student teachers' likes and dislikes; more indication of their academic ability, teaching strengths, and interests; and would like to have personal conferences with the student teachers.

- 3.3 The student teacher should proceed as rapidly as he is able toward full responsibility for the classroom with the expectation that readiness to do so will be achieved during the first half of the student teaching period. The controlling judgment in determining readiness for full responsibility is the supervising teacher's. It is recommended that some teaching be done in the absence of the supervising teacher.

The supervising teachers were asked questions about how they allowed the student teachers to achieve full responsibility for the classroom. The questions and responses were recorded in Table 12..

The supervising teachers stated almost unanimously that they allowed the student teachers to proceed to full responsibility for the classroom by the first half of the term. This was rather surprising because the handbook suggests that the student move much more slowly to attain the full responsibility

of teaching.<sup>1</sup> Supervising teachers were instructed during orientation sessions that full time responsibility be delayed until later in the term (about the eighth week).

TABLE 12  
SUPERVISING TEACHERS' COMMENTS ON  
STUDENT TEACHERS ACHIEVING FULL  
CLASSROOM RESPONSIBILITY

---

---

A. Does the student teacher attain full responsibility for the classroom by the first half of the student teaching term?

Elementary	Yes	<u>20</u>	No	<u>0</u>
Junior High	Yes	<u>14</u>	No	<u>0</u>
Senior High	Yes	<u>46</u>	No	<u>2</u>

B. Does the student teacher do any teaching in your absence?

Elementary	Yes	<u>14</u>	No	<u>6</u>
Junior High	Yes	<u>12</u>	No	<u>3</u>
Senior High	Yes	<u>35</u>	No	<u>12</u>

---

The responses to the second question in Table 12 indicated that about 26% of the supervising teachers do not allow the student teachers to teach in their absence. This rather high per cent was partially due to the fact that one school system for a long time did not allow the supervising teachers to leave the room while the student teacher was teaching. Their policy was due to a fear of liability action against the school system. The situation has eased during the past

---

<sup>1</sup>Western Illinois University, Student Teaching Handbook, op. cit., pp. 42-43.

several years because of a State law<sup>1</sup> which allows the cooperating school districts to insure the student teachers against liability suits.

- 3.4 The student teacher should not be used as a substitute during the absence of his supervising teacher until the time that he would normally be ready for full-time responsibility for the classroom in the absence of his supervising teacher. A student teacher should not substitute for any other than his supervising teacher.<sup>2</sup>

The participants were asked if the student teachers were used as substitutes for themselves and if the student teachers substituted for other teachers. This information was recorded in Table 13.

TABLE 13  
PARTICIPANTS' COMMENTS ON THE USE OF  
STUDENT TEACHERS AS SUBSTITUTES

---

A. Does the student teacher serve as a substitute for you?

Elementary	Yes	<u>6</u>	No	<u>14</u>
Junior High	Yes	<u>3</u>	No	<u>11</u>
Senior High	Yes	<u>12</u>	No	<u>34</u>

B. Does the student teacher serve as a substitute for any other teacher?

Elementary	Yes	<u>0</u>	No	<u>20</u>
Junior High	Yes	<u>1</u>	No	<u>14</u>
Senior High	Yes	<u>5</u>	No	<u>40</u>
Administrators	Yes	<u>3</u>	No	<u>23</u>

---



---

<sup>1</sup>House Bill 396, as explained on page 55 of the Student Teaching Handbook.

<sup>2</sup>The standard would be more complete if procedures on dealing with schools which did not comply were included.

The information in Table 13, question A, disclosed that over 25% of the teachers indicated that student teachers were used as substitutes for the supervising teachers. In most cases the cooperating schools hired a certified teacher to be in the classroom (as legal substitute) even though the student teacher did all or most of the teaching. This was the procedure requested by the University in case of supervising teacher absence.

According to the responses to question B, there seemed to be very little use of the student teachers as substitutes for other teachers in the elementary and junior high schools. About 11% of the senior high teachers stated that their student teachers have been used as substitutes for other teachers. Three administrators indicated they used student teachers as substitutes for other teachers.

3.5 The minimum acceptable length of the student teaching period shall be as shown below:

Part of Day Spent at the School	Length in Weeks
Full	6
$\frac{1}{2}$	12

Student teaching scheduled for less than a half day will not be approved.

The full-time student teaching program in the Quad-Cities Resident Center not only exceeded these minimum requirements, but doubled the requirements, as the student teachers spent twelve weeks full time in student teaching rather than the six weeks full time as suggested.

3.6 Although the student teacher is assigned to an individual who serves as his supervising teacher, other resources of the school should be used in the education of the student. These resources include such other persons as other teachers, administrators, supervisors, and officers of local professional organizations.

The supervising teachers were asked to indicate the individuals with whom the student teacher had made contact. The resource people listed by the respondents are indicated below in the order of the number of times mentioned.

- 76-Other teachers
- 67-Building Principal
- 35-Special Subject Supervisors
- 25-Others
- 10-Superintendent
- 9-Officers of Professional Associations

There were a variety of people listed under "other", but the most common contacts were with the counselor, the department head and the nurse.

A study of the list revealed that other teachers and the principal were very common resource people for the student teachers, while the special subject matter supervisors were fairly common resource people. The list also showed that very few supervising teachers used the superintendent or officers of professional associations as resource persons in the education of the student teachers.

The administrators were given an opportunity to list the ways in which they have had direct contact with the student teachers. These contacts were summarized in the list below with the frequency of times mentioned.

- 18-In orientation conferences
- 9-In general meetings
- 7-During observation of their teaching
- 6-In social activities
- 3-In community activities

The data indicated the administrators came in contact with the student teachers mostly in orientation conferences, or in large general meetings. It was encouraging to notice that at least one-third of the administrators have made observations of the student teacher at work in the classroom.

- 3.7 The college should keep an accurate permanent record of each student teacher's experience including the clock hours spent in actual teaching.<sup>1</sup>

The University did not keep a record of the experiences of the student teachers nor the number of clock hours spent in actual teaching.

The supervising teachers were asked if they kept a record of the clock hours spent by the student teachers in actual teaching. Table 14 records the responses.

TABLE 14

THE NUMBER OF SUPERVISING TEACHERS WHO  
RECORD CLOCK HOURS OF STUDENT  
TEACHER PARTICIPATION

---

Do you keep a record of the clock hours the  
student teacher spends in actual teaching?

Elementary	Yes <u>11</u>	No <u>9</u>
Junior High	Yes <u>3</u>	No <u>12</u>
Senior High	Yes <u>24</u>	No <u>23</u>

---



---

<sup>1</sup>The "Standard" do not mention what the minimum number of clock hours should be.

The data in Table 14 disclosed that 46% of the supervising teachers kept a record of the number of clock hours taught by the student teachers. It was surprising that so many of the teachers kept this record because the University did not require such data from the supervising teachers. In fact, the teachers were instructed they need not keep a record of the hours taught by the student teachers. One explanation for the rather high number of teachers keeping this record was that many of these teachers also supervised for other Universities which did require that a record of the clock hours be kept..

- 3.8 A grade (or evaluative report) given in student teaching should evolve from discussion between the college supervisor and the supervising teacher. If agreement on a grade is impossible, the college supervisor's judgment will control, for the grade is given by the college.

The participants were asked questions concerning the grading procedures used in student teaching. Table 15 displayed the feelings of the participants on this subject.

The data in Table 15 indicated that slightly less than one-half of the supervising teachers cooperatively determined the student teaching grade with the Resident Coordinator. The policy of the University was that the final grade should be given by the supervising teacher, but the Resident Coordinator may assist the supervising teacher in determining the grade. The final responsibility for the grade rested with the supervising teacher and not the University supervisor as is suggested by the "Standards".



TABLE 15  
PARTICIPANTS' FEELINGS ON  
GRADING PROCEDURES

A. Do you determine the grade for the student teacher in cooperating with the Resident Coordinator?

Elementary	Yes	<u>11</u>	No	<u>9</u>
Junior High	Yes	<u>6</u>	No	<u>9</u>
Senior High	Yes	<u>22</u>	No	<u>26</u>

B. Who do you feel should have the final decision about the student teachers grade?

	Su. Teach.	Res. Coord.	Both
Elementary	13	4	3
Junior High	13	0	3
Senior High	34	3	10
Administrators	9	0	16

The information in Part B showed that the supervising teachers disagree with the "Standards" in that they believed they should have the final decision about the grade. The majority of the administrators however, believed the grade should be reached cooperatively.

#### Selecting Schools and Teachers

COLLEGES SHOULD HAVE WELL DEFINED PROCEDURES FOR IDENTIFICATION AND ASSIGNMENT OF SUPERVISING TEACHERS. ARRANGEMENTS SHOULD ALSO PROVIDE FOR THE PREPARATION OF SUPERVISING TEACHERS AND ADMINISTRATORS FOR THEIR DUTIES.

- 4.1 Assignment of a student teacher to a school and to a supervising teacher should be made jointly by a representative of the college and the superintendent of schools or his representative and with the consent of the supervising teacher.

Western Illinois University followed this procedure of

assignment of the student teachers to the supervising teachers. The student teachers were placed through the office of the superintendent or through a representative who had been assigned by the superintendent to perform this duty. The supervising teachers were commonly assigned from a list of those teachers who have expressed interest in student teaching supervision, have attended an orientation meeting, and have been approved by the administrators and the Resident Coordinator.

The supervising teachers were asked if they had been assigned a student teacher against their will. The data were recorded in Table 16.

TABLE 16  
SUPERVISING TEACHER COMMENTS ON  
ASSIGNMENT PRACTICES

---

---

Did you become a supervising teacher  
against your will?

Elementary    Yes   0      No  20 

Junior High    Yes   0      No  15 

Senior High    Yes  2<sup>a</sup>     No  45 

---

<sup>a</sup>One of the teachers commented that he was  
glad it happened anyway.

While almost all of the supervising teachers had expressed interest in supervision, it is possible that some may not have wanted to perform this service at a certain time of year. The data portrayed however, that almost all of the supervising teachers did this work voluntarily.

The supervising teachers were asked to list the reasons why they became supervising teachers. The reasons with the frequency of response are listed below:

**Elementary Teachers:**

- 5-I enjoy it
- 5-I was asked if I would serve
- 4-This helps to upgrade myself
- 3-This is an honor
- 3-This is a professional commitment
- 2-For the extra money

**Junior High Teachers:**

- 3-I like working with college students
- 2-I hope to help others
- 2-I enjoy it and am proud of my field
- 2-A professional responsibility
- 1-Other student teachers had observed my room
- 1-Money and the desire to do this work

**Senior High Teachers:**

- 16-To be helpful
- 14-This is my duty
- 8-I was asked to do this and it is an honor
- 7-I enjoy young people
- 4-This is a benefit to me by seeing new ideas
- 3-This helps get new teachers for our system
- 1-A form of self-evaluation

According to the teachers, the main reasons for becoming supervising teachers were that they enjoy it, feel that it is a professional obligation, that they have something to offer, and that it makes them better teachers.

The teachers were asked to list in what ways they would change the system of selecting supervising teachers. The comments given most often were listed below in the order of the frequency of response.

Should have the recommendation of WIU and the Department Head

Must have Master's Degree and 5 years of experience

The University should visit the class several times prior to selection

One must attend a workshop on supervision

More careful screening and not just the word of the administrators  
 The supervising teacher must be dedicated to the service of others  
 The University should weed out the undesirables  
 Select the best and not just pass it around  
 Prevent those from supervising who do it just for personal gain  
 The building principal should have some choice in the selection  
 Check the assignment against the student teacher's background  
 Select teachers who are not afraid to let the student teacher control the class

This list illustrated that the supervising teachers wanted very high standards for the supervisory personnel. They expected that special training be provided for this duty and wanted the unqualified supervising teachers weeded out.

The administrators were asked how they selected the supervising teachers. The responses and the frequency are listed below:

9-Must be a successful teacher  
 5-Must be experienced  
 4-Must be willing to supervise  
 3-Must have a Master's degree  
 1-They must be trained for the position  
 1-By my own opinion of them  
 1-From results of evaluation sheets

The administrators believed the teacher should first have demonstrated an ability to teach successfully, and then must be willing to supervise others. They generally did not consider the Master's Degree as important as did the teachers.

4.2 Initial inquiry for obtaining student teaching assignments should always be directed to the superintendent of schools. No pressure should be exerted by either the college or the school system in the process of selection.

As a matter of policy, the University sent letters to

the superintendent of schools asking if his school system would be interested in participating in the student teaching program.

The administrators were asked if pressure had been exerted on their schools to participate in the student teaching program. The twenty-six respondents were unanimous in expressing that no pressure had been applied for them to participate in the student teaching program.

- 4.3 The schools chosen should be recognized as being good<sup>1</sup> schools. They should have demonstrated consistent management policies over a number of years, should provide freedom and sufficient resources to their teachers, and should welcome the opportunity to have student teachers.

The administrators were asked several questions to determine their attitude toward the student teaching program. All twenty-six administrators stated that their schools should participate in the program. Then to the question of "Why", the administrators gave their reasons for wanting to participate. These reasons were listed below in order of frequency:

- 6-Our responsibility
- 4-Stimulates the supervising teachers and other staff
- 3-We have an excellent staff
- 3-Helps us get new teachers
- 2-Brings in new ideas
- 2-We can provide a wide range of experiences
- 2-Our students are benefitted
- 1-Public relations are improved
- 1-Contact with the University personnel
- 1-Encourages our students to go into teaching

The reasons given by the administrators were about equally divided between giving professional assistance and

---

<sup>1</sup>It should be noted that "good" is undefined. The goodness is left to the discretion of the various universities.

in getting benefits from the program. The University believes that the schools should reap benefits from participating in the student teaching program, and it was reassuring to note the administrators have noticed this fact too.

In answer to the question as to the effect of participating in the student teaching program on instruction in their schools, the twenty-four administrators answered unanimously that instruction had been benefitted. The following reasons were given for the benefit to instruction.

- 18-Keeps the teachers up to date on methods, techniques, and content
- 8-Teachers become better prepared and evaluate themselves
- 4-Youthful vigor inserted into instruction
- 3-Instruction can be more individualized with more contact with each student
- 1-Helps the staff to feel more professional
- 1-Helps the teacher to gain insights into the teaching act
- 1-Provides opportunities for experimentation
- 1-Allows for team teaching
- 1-Receive better evaluation of the students

Under the question asking for ways that instruction had been harmed, one administrator mentioned that the student teachers took a little more time to teach skills, but this was not really harmful.

The information in the list indicated that administrators believed the teachers do a much better job of teaching when with the student teachers, grow by self-assessment, and generally, the participation helps the students in the classroom as well. This type of comment has been heard by the writer on many occasions from the teachers and administrators.

The administrators were asked if over-all it was worthwhile to be a cooperating school with Western Illinois University. All twenty-two answering the question said that it was worthwhile to be a cooperating school. In general, it seemed the administrators have been quite satisfied with the full-time student teaching program and have been delighted with the outcomes of the participation as a cooperating school..

- 4.4 The college should plan and carry on an appropriate program for acquainting new supervising teachers and cooperating administrators with their duties.

Colleges should either furnish materials describing roles and duties of the college, school system and the individuals who deal with student teachers or work with cooperating school systems to develop such materials.

Supervising teachers were asked if they had been given information or orientation about their duties as a supervising teacher. The administrators were asked if they felt the teachers received enough orientation or training to supervise the student teachers properly, and if they themselves had received enough information about the student teaching program. Table 17 contains the results of this questioning.

The data from the table disclosed that the participants almost unanimously felt that the supervising teachers have received information and orientation about their duties as supervising teachers.

Almost all of the administrators stated they had received sufficient information about the student teaching program. The two dissenters wanted more contact with the Resident Coordinator and the supervising teachers to discuss

goals, and methods; and wanted more information on the potential and personality of the student teachers.

TABLE 17  
PARTICIPANTS' FEELINGS ABOUT  
BEING PROPERLY ORIENTED

---

A. Have the supervising teachers been given information or orientation about their duties as a supervising teacher?

Elementary	Yes <u>20</u>	No <u>0</u>
Junior High	Yes <u>15</u>	No <u>0</u>
Senior High	Yes <u>47</u>	No <u>1</u>
Administrators	Yes <u>24</u>	No <u>0</u>

B. Have you as an administrator received enough information about the student teaching program?

Yes 24      No 2

---

The Resident Coordinator has provided several orientation meetings for the participants in the Quad-Cities Center. The following list illustrated the frequency with which these orientation meetings were held.

August 28-29, 1963	May 20, 1965
January 16, 1964	September 13, 1965
March 18, 1964	September 16, 1965
September 15, 1964	March 14, 1965
January 6, 1965	September 8, 1966
March 24, 1965	March 7, 1967
May 6, 1965	

These orientation meetings listed above were in addition to similar meetings provided on campus at Macomb, Illinois, and those provided in near-by centers. The data showed there have been thirteen orientation meetings provided since the program was organized during the 1963-1964 school year. These meetings



were publicized in the various school systems and all interested teachers and administrators were invited to attend. The participating districts have been informed that an orientation meeting would be provided at any time at their request in addition to those planned by the Resident Coordinator. A graduate course in student teaching supervising was provided on campus during the summer for those teachers wanting additional training..

The Student Teaching Handbook was routinely distributed to every participant in the student teaching program. The handbook lists in detail the duties and role of each public school and University participant.

#### Admission to Student Teaching

THE COLLEGE SHOULD USE SCREENING PROCEDURES WHICH WILL RESULT IN THE ACCEPTANCE OF STUDENTS WHO ARE LIKELY TO BE SUCCESSFUL IN STUDENT TEACHING.

- 5.1 At the time of admission to student teaching, the person responsible for the student teaching program should have at least the following kinds of information regarding each student:

Scholastic record.

Personal record which includes information as to the student's suitability for teaching.

Record of general education, subject matter specialization and professional education which, if continued, will meet the requirements of the institution's program as approved by the State Teacher Certification Board.

Western Illinois University prepares a folder for each prospective teacher from the time he makes application to enroll

in the Junior Division of the School of Education. At this time a formal procedure of information gathering and screening begins. Each applicant may choose to prepare to teach in either the elementary, junior high, or senior high school curriculum.

Prior to his junior year, a student wishing to continue in teacher education can make application to enter Senior Division of the School of Education. At this time, the office of the Director of Student Teaching furnishes information by which the Selection and Retention Committee will screen all applicants. The following list contains the criteria upon which admissability to Senior Division is determined.

- (1) Completion of not less than 75 qr. hrs. of approved work.
- (2) A cumulative quality point average of 2.25 or better.
- (3) A quality point average above 2.0 in at least twelve quarter hours of approved courses in English and speech or a grade of C or better in English 238.
- (4) Satisfactory performance on a speech proficiency and hearing examination.
- (5) A report from a qualified physician of the results of a physical examination.
- (6) Signatures of teaching fields advisers (Majors and Minors).
- (7) Two character references, none of which shall be from the students advisor. Clearance is also required by the Dean of Student Personnel Services.
- (8) Performance on a screening battery designed to assess personal adjustment.
- (9) Satisfactory personal interview with the Selection Committee (optional at discretion of the Committee).<sup>1</sup>

Students successfully meeting these criteria for admission into Senior Division may apply for student teaching "not later than March 15 of the academic year preceding the

---

<sup>1</sup>Western Illinois University, Undergraduate Catalog 1966-1967, XLV, No. 1, (Macomb, Illinois, January, 1966), p. 47.

year in which he desires a student teaching assignment".<sup>1</sup>

The student's academic advisor and the Selection and Retention Committee review the application prior to the making of a student teaching assignment. Then just after the term preceding the student teaching assignment, the Director of Student Teaching is responsible for determining that the following clearances for each applicant are met:

- a. Medical. This clearance places emphasis on satisfactory reports on tuberculosis and other communicable diseases. Clearance is to be secured from the University Medical Office within six month prior to the beginning of student teaching. Procedures for obtaining clearances are outlined at the student teaching orientation meeting.
- b. Personality Adjustment. Clearance here requires evidence of (1) appropriate student conduct and (2) satisfactory performance on devices which measure personal adjustment. Persons enrolled in the teacher education program should complete these devices at the times announced by the Guidance Office.
- c. Academic. The records of the Registrar's Office serve to determine that the applicant has completed satisfactorily a sufficient number of hours and the appropriate courses for each teaching area. A grade point average of 2.25 is required over-all and in each area of student teaching.
- d. Speech. This clearance is granted by the Speech Department if the difficulty is not serious enough to hamper effective teaching. In some cases, admission is contingent upon agreement to participate in a therapy program. Further details are provided at the student teaching orientation meeting.
- e. Good Standing. Each student teacher must be in good standing in the University.<sup>2</sup>

During the last term in residence, the student can

---

<sup>1</sup>Ibid. p. 48.

<sup>2</sup>Western Illinois University, Student Teaching Handbook, op. cit., pp. 19-20.

make application for certification. Upon completion of all University requirements the student may be recommended for certification. The requirements for graduation ". . . are state approved and are fully accredited by NCATE and thus, will generally meet the teacher certification requirements in most of the states."<sup>1</sup>

The above information stipulates that Western Illinois University meets and surpasses the minimum requirements established by the State Teacher Certification Board.

5.2 If the college does not have sufficient information about a student to make a dependable decision at the time he requests admission to student teaching, it should take one of these actions:

- (1) Delay admission until the college collects the information.
- (2) Act on the basis of a recommendation from another accredited institution which has collected the information.

Transfer students must complete at least two quarters of residence work, including some study in the recommending department and meet other regular requirements of Senior Division before assignment to student teaching. Therefore, the University has ample time to gather information and make decisions about suitability for teaching before an assignment is made.

5.3 A description of the process and standards used in screening students in the teacher education program should be furnished the cooperating school by the college.

---

<sup>1</sup>Western Illinois University, Undergraduate Catalog 1966-1967, op. cit., p. 46.

The participants were asked if they understood the process and standards used in screening students in the teacher education program at Western Illinois University. Their responses were recorded in Table 18.

TABLE 18

THE EXTENT TO WHICH PARTICIPANTS UNDERSTAND  
THE SCREENING OF STUDENT TEACHERS

---

---

Do you understand the process and standards used in screening students in the teacher education program at Western Illinois University?

Elementary	Yes <u>15</u>	No <u>5</u>
Junior High	Yes <u>8</u>	No <u>7</u>
Senior High	Yes <u>34</u>	No <u>14</u>
Administrators	Yes <u>19</u>	No <u>7</u>

---

According to the data in Table 18, 30% of the participants did not understand the screening process and standards at Western Illinois University. This was a rather high percent of the participants who did not know this process in spite of the fact that the Student Teaching Handbook does list the screening procedures by which the student teachers enter student teaching.<sup>1</sup> The handbook does not describe the procedures by which a student enters the teacher education program through Junior and Senior Division of the School of Education, nor does it describe the activities of the Selection and Retention Committee.

---

<sup>1</sup>Western Illinois University, Student Teaching Handbook, op. cit., pp. 19-20.

The writer has discovered in discussions with participants that there was a serious lack of information about the total teacher education program, and there was a strong desire to learn about the screening process and the professional educational sequence followed by the teacher education students.

- 5.4 If the school system questions the admissability or retention of any student teacher, the superintendent or his representative may request specific information of the college.

The teachers or administrators at any time may request additional information about the student teachers. There have been a few requests for transcripts of grades from the supervising teachers.

- 5.5 The administration of a school system may reject any student teacher.<sup>1</sup>

The administration or the supervising teacher has the right to reject the student teacher before or after the assignment is made. There have been a few cases when the supervising teacher has felt that the student teacher would not have a good chance of success in their particular situation and have rejected the application. Some administrators have rejected student teachers for various reasons while examining the application information sheet. The participants may also reject the student teacher after being visited during the orientation visit prior to the beginning of the term. The

---

<sup>1</sup>The writer feels this standard should be qualified by the basis upon which administrators may reject any student teacher. Rejection because of religion, race, or political belief could be made under this present statement.

participants may reject the student teacher during the term if he does not perform capably or for any other reason deemed sufficient by the participants.

To determine if the participants were generally satisfied with the student teachers, the teachers were asked if in the future they would accept another student teacher. All eighty supervising teachers responding to this question were unanimous in declaring they would like to supervise another student teacher from Western Illinois University. The twenty-four administrators responding were unanimous in stating that the student teachers from Western Illinois University were properly prepared for assuming the role of student teachers.

#### Additional Information

The following data did not deal with the Standards for Student Teaching Programs from the State Teacher Certification Board, but supplemented the data from the five preceding divisions of the "Standards" to more fully determine the state of the student teaching program in the Quad-Cities Resident Center.

#### 6.1 Finances

The participants were asked if the \$120 honorarium from the University paid to the supervising teachers was a suitable amount. Table 19 records the responses of the participants. The data established that 80% of the participants considered the current payment of \$120 for their supervisory

services to be suitable. The remaining 20% of the participants considered the amount unsuitable or were undecided.

TABLE 19  
PARTICIPANTS' FEELINGS ON THE SUITABILITY  
OF THE HONORARIUM

---

---

Do you feel that the \$120 honorarium paid by the University is a suitable amount?

Elementary	Yes <u>12</u>	No <u>5</u>	Undecided <u>2</u>
Junior High	Yes <u>12</u>	No <u>2</u>	Undecided <u>0</u>
Senior High	Yes <u>41</u>	No <u>6</u>	Undecided <u>0</u>
Administrators	Yes <u>20</u>	No <u>3</u>	Undecided <u>3</u>

---

The participants were also asked to suggest any changes in the payment amount or payment method. The responses to these questions were summarized below.

Elementary Teachers:

- 2-Increase the amount of payment
- 1-Net at least \$100 after deductions
- 1-More money should be paid to supervising teachers who share a student teacher

Junior High Teachers:

- 2-Pay the money directly to the teachers
- 1-Raise the payment to \$150
- 1-The payment is too small

Senior High Teachers:

- 9-Pay the money directly to the teachers
- 2-Pay at least \$150, and notify the teachers when the money is sent
- 1-Pay expense money for community orientation
- 1-Increase the amount of payment

Administrators:

- 3-Colleges should get together on the amount paid to the supervising teachers.



While only about one-fourth of the teachers responded to the questions, the majority of suggestions were for the honorarium to be paid directly to the teachers rather than through the records of the schools. The remainder of the suggestions were for an increase in the amount paid to the teachers. The three administrators who responded indicated the various universities sending student teachers to the public schools should decide on a common amount to be paid to the supervising teachers. They stated that varying amounts paid for the same services caused hard feelings, and prompted some teachers to avoid accepting student teachers from a university which pays a lesser amount of money for their services.

#### 6.2 Additional University services requested by the participants

The participants were asked to list the additional services which they believed should be provided by the University to improve the over-all student teaching program. Their responses were summarized below with the frequency of the requests mentioned.

##### Elementary Teachers:

- 2-A visit by student teacher and the Resident Coordinator prior to the term to discuss problems
- 1-Require all student teachers to have physical examinations
- 1-The student teachers should have a chance to use materials from the University Curriculum Laboratory
- 1-Have a meeting with the University every two years

##### Junior High Teachers:

- 2-More comments about the student teachers from the University faculty members
- 1-Have a meeting with the subject matter supervisor after a visit

- 1-Inform the student teacher about the A-V services of the University
- 1-List the classes in the major field on the information sheet

Senior High Teachers:

- 2-Issue complete scholastic information
- 2-Have a meeting with all the supervising teachers of the school system
- 1-Provide profile on personality traits and psychological problems
- 1-Information from the student teachers on how we could help them more

Administrators:

- 1-Screen the student teachers carefully
- 1-Concentrate the student teachers in one building to reduce the travel time of the Resident Coordinator
- 1-Provide more counseling at the University
- 1-Have more contact with the University faculty in the student teaching program
- 1-Give the student teachers more training in other cultures
- 1-Allow us to meet the student teacher ahead of time

While very few participants responded to this request, there was a general trend in the comments of wanting more information about the University program, more information on the student teacher's background, and a desire for more contacts with other supervising teachers and the University faculty.

### 6.3 Benefits derived from participation as a cooperating school

The supervising teachers and administrators were asked to list any benefits they or their schools derived from participation in the full-time student teaching program. Their comments are summarized below with the frequency of response.

Elementary Teachers:

- 9-More help is given to the children
- 7-We get the student teacher's new ideas and methods

- 6-It makes me a better teacher
- 5-It is rewarding to help others
- 2-We are bettering our profession
- 1-It helps obtain new teachers for the system
- 1-It helps me evaluate my own work
- 1-It helps bind theory and practice

#### Junior High Teachers:

- 7-I can study other techniques and ideas
- 5-I become a better teacher through self-evaluation
- 1-Gives me a professional feeling
- 1-Good public relations
- 1-Allows for more individual instruction
- 1-Helpful to students for them to associate with college age people

#### Senior High Teachers:

- 13-Pupils profit from individual attention
- 12-We get new ideas
- 9-Helps me teach better through self-evaluation
- 7-We gain new teachers for the system
- 6-It encourages our students to go into teaching
- 4-It gives us youthful stimulation
- 4-Closer contact with the University
- 3-Better instruction results
- 2-It gives us publicity as the best school
- 1-I can experiment more
- 1-Helps during teacher absence

#### Administrators:

- 9-Whole staff improves as teachers become more open to suggestions and have a higher professional spirit
- 5-Helps us in teacher placements
- 4-Patrons recognize us as a good school
- 2-It helps us in emergency situations
- 2-The children receive more help
- 2-Closer contact with the University
- 1-Provides a double check on procedure
- 1-Provides mental stimulation for the administration
- 1-Gives us added income
- 1-The students become interested in teaching

The many responses indicated the supervising teachers believed their pupils, by receiving more individual attention, have especially profited by having student teachers in the room. The supervising teachers profited by becoming better teachers from learning new ideas and methods, and through self-evaluation, and generally felt good about helping others

through this professional service..

The administrators also believed the supervising teachers became better teachers as a result of this experience. The teachers' work was much better planned and organized, and in general performed their duties in a more professional manner.

Fifteen of twenty-three administrators state that having student teachers had helped them in providing a source for regular staff appointments.

#### 6.4 Problems or disadvantages of participation

The participants were asked to list any problems or disadvantages from their participation in the student teaching program. The comments were listed below.

##### Elementary Teachers:

- 3-It takes additional time during and after student teaching
- 1-Our philosophies don't always coincide
- 1-She was weak in grammar and in music

##### Junior High Teachers:

- 2-Other teachers insinuate that the student teacher is doing your work for you
- 1-Some teachers become envious of me
- 1-The student teacher tries to get too "palsy", causing minor disciplinary problems to arise
- 1-The student teacher may make statements which contradict local policy, and this has to be explained
- 1-She embarrassed me because of lack of tact and intelligence
- 1-Turning the class over to another-the student teacher may not emphasize points that I would

##### Senior High Teachers:

- 2-Some of the student teachers are not prepared
- 1-The need to undo their mistakes
- 1-The question of liability bothers me
- 1-Should not have too many student teachers in one school
- 1-It slows the work down
- 1-Some anxiety on my part-would I measure up
- 1-Just the extra time given

**Administrators:**

- 1-Not too good if several student teachers from various colleges at the same time

While most of the participants listed "none" or left the space blank, the most common problems seemed to be that of slowing up the teaching or the need to reteach after the student teacher leaves. There seemed to be some problem of other teachers in the school not understanding the role played by the supervising teachers.

**6.5 Parental comments**

The participants were asked to report any comments made by the pupils' parents concerning the student teaching program. These comments were listed below with the number of times the comment was mentioned.

**Elementary Teachers:**

- 7-Favorable
- 4-Accepted the student teacher as part of the school
- 2-Appreciated the additional aid to the child
- 1-Felt it was work for the supervising teacher

**Junior High Teachers:**

- 4-Favorable
- 2-Felt that children were getting more attention
- 1-Some feel the teacher gets time off
- 1-Indirectly heard that some parents object to having their "darlings" used as guinea pigs

**Senior High Teachers:**

- 5-Favorable-they like it
- 1-Most of them cooperate
- 1-They wanted information
- 1-One unhappy because the student teacher had to discipline the child
- 1-Some don't want a "practice" teacher
- 1-Felt the association is good
- 1-They know it is good
- 1-"o.k." if not too many

**Administrators:**

- 8-Favorable

- 2-Most receptive
- 2-Feel that the child gets more help
- 1-Some conflict
- 1-They became attached to the student teacher
- 1-Good rapport
- 1-They have pleasant personalities

The responses of the participants indicated that the children's parents were quite favorable toward the student teaching program.

#### 6.6 Strengths of the student teaching program

The supervising teachers and administrators were asked to list what they considered to be the main strengths of the Western Illinois University student teaching program in the Quad-Cities Center. Their responses were listed below.

##### Elementary Teachers:

- 9-The student teachers have time to teach because it is a full-time program
- 6-The Resident Coordinator and his visits
- 5-The student teachers have good basic education
- 2-The close screening of the student teachers
- 2-The seminar meetings
- 2-The student teachers are all poised
- 2-They have had good education courses
- 2-The student teachers live in residence
- 2-They know their objectives
- 2-They know children
- 1-The orientation program for teachers
- 1-The constant evaluation of the program
- 1-The fact that it helps us get teachers

##### Junior High Teachers:

- 5-They are full-time teachers, not bothered with other classes
- 4-The Resident Coordinator
- 3-The students are strong in subject matter
- 1-The screening process-makes them have good grades
- 1-Good supervision
- 1-Understanding, frank Resident Coordinator who keeps an eye on the student teachers and watches their progress
- 1-Good attitude of the student teachers
- 1-One can discuss problems with the full time Resident Coordinator

### Senior High Teachers:

- 23-The full-time teaching with no other classes
- 19-The Resident Coordinator and the many visits and personal interest
- 6-The community living
- 4-The orientation of the supervising teachers
- 3-Good communication and cooperation
- 3-Good subject matter strength of the students
- 3-Good general education background of the students
- 2-First hand evaluation of the prospective teacher
- 1-Good screening of the student teachers
- 1-It is a planned program
- 1-There is a minimum of paper work
- 1-The program calls for the best in the supervising teacher
- 1-The weekly seminars

### Administrators:

- 7-Close coordination of the total program by the Resident Coordinator
- 6-It is a full-time program
- 4-The close supervision
- 4-The student teachers are well prepared
- 2-The payment is higher
- 2-The regular seminars for the student teachers
- 2-The student teachers are well screened
- 1-Help is easily available
- 1-Keeps the contact current between schools and the University
- 1-The total program is good
- 1-The student teachers live in the community
- 1-The student teachers get good orientation

The data disclosed that in the opinion of the participants there were a wide variety of strengths in the student teaching program. Most of the participants appreciated the full time aspect of the program and the fact the University provided a Resident Coordinator to assist with the total student teaching program in the local communities. Other aspects of the program seen as strengths were the close contact with the University, the close supervision, the general readiness of the student teachers, and the orientation program for the supervising teachers.

## 6.7 Weaknesses of the student teaching program

The participants were asked to list the weaknesses of the student teaching program. These weaknesses were listed below with the frequency of response.

### Elementary Teachers:

- 4-Housing problems and lack of companionship for the student teachers
- 2-The language arts background was weak
- 1-Student teachers are more work and requires me to prepare more
- 1-Are we appreciated or understood?
- 1-There are no weekly seminars
- 1-The student teacher should inform the Resident Coordinator when she is absent

### Junior High Teachers:

- 2-Art majors are not trained in all media
- 1-Lack of basic courses
- 1-Lack of knowledge in media and instructional materials

### Senior High Teachers:

- 5-Subject matter weaknesses of the student teachers
- 2-Have more visits by the Resident Coordinator
- 1-The selection of the supervising teachers
- 1-They need to see both the opening and the closing of the year
- 1-Transportation problems
- 1-The University faculty members come in addition to the Resident Coordinator
- 1-Need more variety in seminars
- 1-Need a meeting for all supervising teachers
- 1-Lack of emphasis on lesson plans
- 1-Living accommodations are poor
- 1-Need better methods in science education
- 1-Need more time in student teaching

### Administrators:

- 1-Some subject matter weaknesses
- 1-Some assignments are changed
- 1-Some can't see the beginning or the ending of the school year
- 1-Need a closer relationship with the principal

In general, the weaknesses listed most often were subject matter weaknesses of the student teachers, and problems of housing and lack of companionship for the student teachers.



### 6.8 Recommendations for improvement

The participants were asked to list any recommendation which could improve the total student teaching program. The recommendations were listed below.

#### Elementary Teachers:

- 3-Provide housing aid for the student teachers
- 1-Have the student teacher visit before the term begins
- 1-Have the student write and teach a complete unit
- 1-A group of supervising teachers should be chosen and trained especially for this-the supervision would be stronger and the training consistent
- 1-The student teachers should meet with administrators on their responsibility to the profession
- 1-Too many seminars-meet on campus on Saturday
- 1-Seminars are difficult to get to, and not always dealing with their subject area
- 1-The Resident Coordinator should give the final grade

#### Junior High Teachers:

- 1-Have continual evaluation with the subject matter supervisor
- 1-Provide a list of courses taken and a summary of what is covered in each
- 1-Provide a summer workshop here in the Quad-Cities
- 1-Make optional the \$120 or graduate credit in supervision

#### Senior High Teachers:

- 2-Have a three-way meeting before and during student teaching
- 2-More grammar for English majors
- 1-Have better screening of supervising teachers
- 1-Have more required meetings of supervising teachers
- 1-Have closer relationship between the University and the cooperating school
- 1-Make sure the student teacher doesn't take a job
- 1-Make sure they get a broad scope of experiences
- 1-Provide a workshop in the Quad-Cities for credit
- 1-Have a meeting for supervising teachers in the building to provide feedback from the student teachers
- 1-Give the student teacher experiences at the administrative level
- 1-Require visits to other classes outside the major field
- 1-Have more screening of the supervising teachers
- 1-Make sure that the Resident Coordinator and the supervising teacher don't contradict each other
- 1-Avoid spring term assignments

Administrators:

- 1-Have the student teachers meet the supervising teacher and see the school before definite assignments are made
- 1-Get the principals more involved
- 1-Have a workshop for supervising teachers after the program is in progress two or three weeks
- 1-Provide feedback on the worth of the supervising teacher
- 1-Give the student teacher experience in studying the individual child, more professional organization information, and the value of membership
- 1-Don't get too large and become impersonal

While there were a wide variety of suggestions from the four groups of participants there were several recommendations which seemed to reoccur throughout the lists. One common suggestion was for more careful selection and training of the supervising teachers. Another suggestion was to provide more general meetings of supervising teachers and to provide workshops for credit in the Quad-Cities Center. Many of the participants suggested the University do more to provide adequate housing for the student teachers. There was a strong desire for closer articulation with the University at the time of the assignment of the student teachers to the public school, with the principal being involved in the program more..

In summary, this chapter contains the data about the student teaching program in the Quad-Cities as viewed by the participants in the resident center and by the Resident Coordinator. The data were examined and evaluated in relation to the minimum standards of the Illinois State Teacher Certification Board. Additional data were gathered and examined as deemed necessary by the writer to more fully evaluate the student teaching program.

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

As was described in Chapter II, Western Illinois University has had a variety of student teaching programs both on and off campus since the institution opened its doors in 1902. The study revealed that in the early programs, the student teachers were supervised by the well trained University and Training School faculties. The student teaching experiences ranged from a daily period of one hour to one-half day each term for two or three terms. The students were simultaneously taking University courses while student teaching, so were not able to experience a full day of teaching nor the total school program from the viewpoint of a regular teacher. Typically each supervising teacher was assigned several student teachers each term. This heavy supervisory load prevented the student teachers from receiving very much actual teaching experience.

Starting in 1926, the Rural Education Program provided some changes as the students taught for longer periods in an off-campus situation.

To initiate off-campus student teaching for the regular students, the home economics majors taught for one-half

day periods in near-by towns beginning in 1938. In 1945, this program was increased to teaching full-time for six-weeks periods.

The regular campus and near-by off-campus stations continued to provide the established pattern of student teaching periods for other student teacher (daily periods of from two hours to one-half day). The movement to full-time off-campus student teaching was hindered because of a shortage of qualified supervising teachers in the public schools.

During the 1963-1964 school year (the first year of full-time student teaching for new student teachers) a full-time off-campus student teaching program was initiated in one center (Quad-Cities). A Resident Coordinator was assigned as full-time supervisor for all student teachers placed in the center. The student teachers placed full-time in other areas of the state were supervised by generalists from the education department or by special subject matter supervisors from various departments within the University. Reports published this year disclosed that the student teachers in these areas were inadequately supervised by most of the various departments because of understaffing. The Resident Coordinator provided many more contacts with the cooperating school teachers and was able to visit the student teachers much more often and at less cost in time and money. These reports revealed that with expanded enrollments, the various departments were not adequately supervising their major students. The Campus Laboratory School could no longer provide services for both

the pre-student teaching and student teaching experiences. As a result of these findings, additional Resident Coordinators were employed to supervise the student teachers from all departments. Most departments no longer send their staff members off campus to supervise the student teachers.

The following is a summary of Chapter III which contains the analyzed data concerning the Quad-Cities Resident student teaching program as perceived by the public school and University participants. Using the "Standards" as applied by the State Teacher Certification Board of Illinois as the criteria by which to evaluate the Quad-Cities program, the following categories did not meet the minimum requirements:

1. The assignment of student teachers to the Resident Coordinator exceeded the twenty to one ratio in nine of the twelve student teaching terms.

2. One-third of the supervising teachers did not hold a Master's degree.

3. The University did not keep a permanent record of each student teacher's experience including the number of clock hours spent in actual teaching.

4. The grade in student teaching was given by the supervising teacher rather than by the college supervisor.

5. One-third of the participants did not understand the process of screening the students prior to student teaching.

With the exception of the items listed above, the data from the participants indicated the student teaching program in the Quad-Cities met or surpassed all other minimum require-

ments of the "Standards". The participants perceived the program to be especially strong in the following categories:

1. A full-time Resident Coordinator assigned exclusively to the resident center provided close supervision of the student teachers.

2. The student teachers were able to participate in many activities of the schools.

3. The supervisory load of the supervising teachers was very light with no more than one student teacher assigned to a supervising teacher during a student teaching term. Most supervising teachers were assigned no more than one student teacher per year.

4. Adequate information about the student teachers was provided the supervising teachers before the student teaching term.

5. The length of the student teaching term was twice the recommended minimum time for full-time student teachers.

6. The participants have been provided many opportunities to receive orientation instruction as to their duties in the student teaching program.

7. The University maintains a complete record of the pre-student teaching experiences of each student.

8. The University maintains a continuous screening program from the time of the student's entry into the teacher education program.

The summary continues with the perceptions of the participants dealing with the "Additional Information" division:

9. Most of the supervising teachers (80%) indicated the \$120 payment was suitable for their services.

10. Those supervising teachers not satisfied with the financial arrangement wanted more money and the payment sent directly to them.

11. The supervising teachers wanted more general meetings and desired additional contact with other supervising teachers and University staff to learn more about the student teaching program and the total teacher education program of the University.

12. The parents generally approved of the student teaching program.

13. The participants recognized the following as benefits of participation in the student teaching program:

- a. The pupils received more individual attention.
- b. The supervising teachers became better teachers by learning new ideas and techniques from the student teachers.
- c. The student teachers are a valuable source for the employment of new staff members.

14. The participants recognized the following as problems created by participation in the student teaching program:

- a. The teaching pace was slowed somewhat when the student teacher was in charge of the class.
- b. Other teachers did not always understand the role of the supervising teachers.

15. The participants recognized the following as strengths of the student teaching program:

- a. The student teachers participated full-time in the local schools.
- b. The University provided close supervision of the student teachers through the assignment of a Res-

- ident Coordinator to the area.
- c. A thorough orientation program was provided the participants at frequent intervals.
- d. The student teachers were ready for student teaching.
- e. The participants had a feeling of close contact with the University.

16. The participants recognized the following as weaknesses of the student teaching program:

- a. The student teachers have some problems with housing and with lack of peer companionship.
- b. A few student teachers have subject matter weaknesses.

17. The participants made the following recommendations for the improvement of the student teaching program:

- a. Only the best teachers should be allowed to supervise the student teachers.
- b. The University should provide more general meetings for the supervising teachers.
- c. The building principal should be involved more in the student teaching program.

### Conclusions

The results of this study, designed to evaluate (1) the student teaching program as it evolved at Western Illinois University including the present full-time resident student teaching program, and (2) the Quad-Cities Resident Center, warrant the following conclusions:

- 1. Through experimentation and study, the University personnel have attempted to provide a quality program of student teaching for the students at Western Illinois University.
- 2. The Campus Laboratory School cannot provide adequate student teaching stations with present enrollments and staff.
- 3. Because of understaffing, supervision of student teach-



ers by subject matter specialists was inadequate.

4. The University supervision was provided in a much more economical manner in terms of time and money by the Resident Coordinator than by the specialists from the various departments.

5. The student teachers were able to do more actual classroom teaching in the present program because of the one to one supervisory load of the supervising teachers.

6. The student teachers received closer supervision from the Resident Coordinator than from departmental supervisors.

7. The supervising teachers were in close continuous contact with the Resident Coordinator.

8. The assignment of student teachers was made cooperatively by the public school personnel and the Resident Coordinator.

9. Regular seminars were provided the student teachers in the resident center.

10. There was a continuous orientation program provided to the supervising teachers and administrators.

11. The Resident Coordinator was in a position to serve as a liason agent and provide additional services from the University to the area schools.

12. As perceived by the participants in the Quad-Cities Resident Center:

- a. The student teaching program in the Quad-Cities met or surpassed almost all of the minimum requirements of the State Teacher Certification Board.
- b. participation brought more benefits than problems

- to the cooperating schools..
- c. There were more strengths than weaknesses in the student teaching program.
- d. The children were given additional assistance, and the teachers improved their teaching skills as a result of participation in the student teaching program.

13. The participants supported the resident program, felt a sense of contribution to the profession, and desired to continue as cooperating members in the student teaching program.

### Recommendations

1. It is recommended that Western Illinois University make known the results of this study to other Universities considering the adoption of a resident student teaching program so they might better understand the benefits and problems involved..

2. It is recommended that Western Illinois University make the results of this study known to public schools considering becoming cooperating schools so the staff could more intelligently make decisions on the desirability of participation..

3. The University should provide more general meetings of supervising teachers in all resident centers for the following purposes:

- a. To provide information on the total teacher education program at Western Illinois University including the screening processes and the pre-student teaching laboratory experiences.
- b. To provide opportunities to discuss student teaching problems with other teachers and University staff.

- c. To keep the communication lines open for further improvement of the student teaching program.

4. It is recommended that the University strive to meet the minimum requirements of the "Standards" not now being met.

5. It is recommended that the "Standards" be re-evaluated so (1) all terms are completely defined, and (2) all procedures properly explained in order that student teaching programs can be more objectively measured and to eliminate procedures being left to local definition or interpretation.

6. It is recommended that the resident program of student teaching be continued because (1) its efficiency has been proven, (2) the student teachers received more supervision, (3) the student teachers were able to receive more actual teaching experience, and (4) the supervising teachers received more orientation and assistance in their supervisory duties.

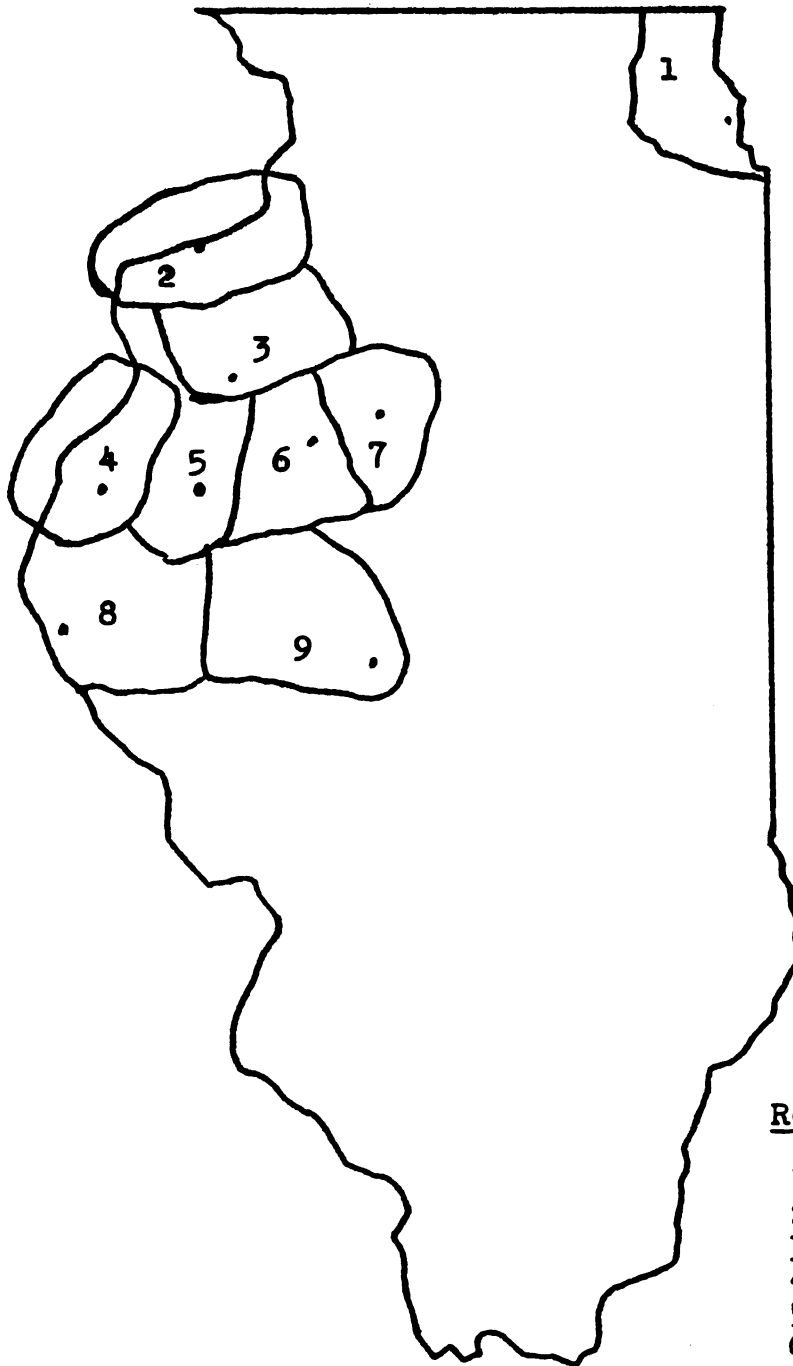
7. It is recommended that there be further study dealing with two questions raised in this study:

- a. There was a rather sharp divided opinion among the participants as to whether they would like to have additional visits by special subject matter supervisors from the University. It would be worthwhile to determine what type of assistance they desire, and why 50% of the participants (especially the elementary teachers) would not want additional supervisors from the University.
- b. It would be worthwhile to determine why the responsibility for giving the grade in student teaching was delegated to the supervising teachers rather than being retained by the University as suggested by the "Standards".

APPENDIX A

Map of Resident Centers

The Location of the Nine Resident Centers  
of Western Illinois University During  
the 1966-1967 School Year



Key to  
Resident Centers

1. Chicago
2. Quad-Cities
3. Galesburg
4. Carthage
5. Macomb
6. Canton
7. Peoria
8. Quincy
9. Springfield

APPENDIX B

Student Teaching Application

# APPLICATION FOR STUDENT TEACHING

(To be completed in consultation with your advisor and left with him by March 1st.)

**DIRECTIONS:** Each question on this application has been carefully prepared for the purpose of aiding in your assignment to student teaching. Your complete answers will be of significant value in this office in its attempt to serve you.

**TO BE COMPLETED BY APPLICANT** (Be sure to complete carefully and accurately.)

1. Date \_\_\_\_\_ Sequence number \_\_\_\_\_
2. Name \_\_\_\_\_  
(LAST) (FIRST) (MIDDLE) (MAIDEN)
3. School address \_\_\_\_\_ Telephone \_\_\_\_\_
4. Home address \_\_\_\_\_ Telephone \_\_\_\_\_
5. Hometown \_\_\_\_\_
6. Curriculum (circle correct one)  
(A) Elementary (B) Junior High School (C) High School
7. Major \_\_\_\_\_ Minor \_\_\_\_\_
8. Quality point average \_\_\_\_\_
9. Date all course work will be completed \_\_\_\_\_
10. Term (circle quarter you expect to student teach) Fall Winter Spring
11. **IMPORTANT!** Show preference for: School size \_\_\_\_\_, grade level \_\_\_\_\_  
specific subjects \_\_\_\_\_  
Give three preferences for geographical areas:  
1st Choice \_\_\_\_\_  
2nd Choice \_\_\_\_\_  
3rd Choice \_\_\_\_\_
12. List courses in your major field \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
13. Methods courses (completed by the time of student teaching) \_\_\_\_\_  
\_\_\_\_\_
14. Name and location of high school from which you graduated \_\_\_\_\_  
\_\_\_\_\_
15. Number in graduating class \_\_\_\_\_ Rank in class \_\_\_\_\_
16. Marital status \_\_\_\_\_ Age \_\_\_\_\_
17. In what city and state do you hope to teach when you graduate? \_\_\_\_\_  
\_\_\_\_\_ 17A. And what level? \_\_\_\_\_
18. Leadership roles which required teaching experiences (such as 4-H, church, playground, service, etc.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
19. What do you feel are your most important strengths as a person and potential teacher?  
Subject matter \_\_\_\_\_  
Personal characteristics \_\_\_\_\_  
\_\_\_\_\_  
Other \_\_\_\_\_
20. Significant weaknesses?  
Subject matter \_\_\_\_\_  
Personal characteristics \_\_\_\_\_  
\_\_\_\_\_  
Other \_\_\_\_\_
21. List below any other comments or information which you feel are valuable to your supervising teacher-for example, experience and training, family background, etc.

**Please State Any Strong Reasons  
For Your Choice of Areas (#11)**

**DO NOT WRITE IN THIS SPACE  
FOR OFFICE USE ONLY**

22. What aspects of your pre-student teaching experience (Education 201 and 301) do you think will be valuable to you?

23. Teachers, Principals, Superintendents, and others in the public schools want to do whatever they can to help you feel "at home" in their school and community. For this reason, the following check-list is included on this application. Please complete the check-list below:

Talents and/or Hobbies	Do Very Well	Just For Fun	Not at All	Comments		Do Very Well	Just For Fun	Not at All	Comments
Sing (Solo, Choral)	—	—	—	—	Gardening	—	—	—	—
Dance	—	—	—	—	Interior (Exterior) Decorating	—	—	—	—
Play (Instrument) —————	—	—	—	—	Auto Mechanics	—	—	—	—
Conduct Chorus (Orchestra)	—	—	—	—	Post Office Experience	—	—	—	—
Acting	—	—	—	—	Coin, Stamp Collecting	—	—	—	—
Debate	—	—	—	—	Millinery	—	—	—	—
Electronics (Ham Operator)	—	—	—	—	Tailoring	—	—	—	—
Art (Identify as: oils, sculpture)	—	—	—	—	Trades (carpentry, etc.)	—	—	—	—
Crafts (Identify) —————	—	—	—	—	Safety Patrol	—	—	—	—
Stenographer (Typist)	—	—	—	—	Lunchroom Supervision	—	—	—	—
Filing	—	—	—	—	Bus Duties	—	—	—	—
Scouting	—	—	—	—	Sports	—	—	—	—
Camping	—	—	—	—	OTHERS:	—	—	—	—
Sailing, Boating	—	—	—	—		—	—	—	—
Fishing, Hunting	—	—	—	—		—	—	—	—
Clubs (Identify)	—	—	—	—		—	—	—	—

DO NOT WRITE BELOW THIS LINE

24. (It is important that questions in this section be filled in by the departmental representative *in personal consultation* with the student teaching applicant.)

1. In what areas (major and/or minor field) is the applicant prepared to teach?  
(For example, drafting, woods, metals in Industrial Arts.) *List.*

2. What teaching and/or personal strengths does the applicant evidence?

3. What weaknesses?

I have reviewed the qualifications and eligibility of the above applicant and recommend him for student teaching.

(Signed) \_\_\_\_\_  
DEPARTMENTAL REPRESENTATIVE OF ADVISOR

This application must be completed in full and be signed by the Advisor or authorized Departmental Representative prior to consideration of a student teaching assignment.



**APPENDIX C**

**Questionnaires**

# **SUPERVISING TEACHER QUESTIONNAIRE**

**Grade Level:** Elementary \_\_\_\_\_ Junior High \_\_\_\_\_ Senior High \_\_\_\_\_

**Certificate held** \_\_\_\_\_

**Highest degree** \_\_\_\_\_ **Sem. Hrs. beyond degree** \_\_\_\_\_

**Years teaching experience ( include present year )** \_\_\_\_\_

**Does the resident coordinator from the university visit often enough to help in the evaluation of the student teacher?** Yes \_\_\_\_ No \_\_\_\_

**Does the resident coordinator stay long enough during each visit to gain information about the student teacher?** Yes \_\_\_\_ No \_\_\_\_

**How do you evaluate the idea of having a full-time resident coordinator from the university supervising the student teachers?**

**In addition, would you prefer visits from special subject matter supervisors from the university?** Yes \_\_\_\_ No \_\_\_\_

**Have you been provided with information about the student teacher?** Yes \_\_\_\_ No \_\_\_\_

**If no, what information is lacking?**

**Do you understand the process and standards used in screening students in the teacher education program at Western Illinois University?** Yes \_\_\_\_ No \_\_\_\_

**Have you been given information or orientation about your duties as a supervising teacher?** Yes \_\_\_\_ No \_\_\_\_

**If no, what do you feel was lacking in your preparation?**

-2-

**What additional services do you feel the university should provide that would assist you in the over-all student teaching program?**

**Did you become a supervising teacher against your will?**

**Yes \_\_\_\_ No \_\_\_\_**

**Why did you become a supervising teacher?**

**What changes would you suggest in the selection of supervising teachers?**

**Would you accept another student teacher from Western Illinois University? Yes \_\_\_\_ No \_\_\_\_**

**If no, why wouldn't you accept another?**

**In what out-of-class activities of teachers do you provide the student teacher an opportunity to observe or to take part?**

**Does the student teacher do any teaching in your absence?**

**Yes \_\_\_\_ No \_\_\_\_**

**Does the student teacher serve as a substitute for any other teacher?**

**Yes \_\_\_\_ No \_\_\_\_**

**Does the student teacher serve as a substitute for you?**

**Yes \_\_\_\_ No \_\_\_\_**

**If so, has the student teacher assumed full-time responsibilities?**

**Yes \_\_\_\_ No \_\_\_\_**

Check the individuals with whom the student teacher has made contact and has been helped by them in his education.

Principal \_\_\_\_\_

Superintendent \_\_\_\_\_

Other teachers \_\_\_\_\_

Officer of Prof. Assoc. \_\_\_\_\_

Special subject supervisors \_\_\_\_\_

Other \_\_\_\_\_

Do you keep a record of the clock hours the student teacher spends in actual teaching?

Yes \_\_\_\_ No \_\_\_\_

Do you determine the grade for the student teacher in cooperation with the resident coordinator?

Yes \_\_\_\_ No \_\_\_\_

Whom do you feel should have the final decision about the student teacher's grade?

\_\_\_\_\_

Do you allow the student teacher to proceed as rapidly as he is able toward full responsibility for the classroom with the expectation that readiness to do so will be achieved during the first half of the student teaching period?

Yes \_\_\_\_ No \_\_\_\_

Is your work load (including teaching, extracurricular activities, and committee assignments) heavier than that assigned to other teachers?

Yes \_\_\_\_ No \_\_\_\_

Is the \$120 payment from the university suitable?

Yes \_\_\_\_ No \_\_\_\_

What changes would you suggest in the present arrangement of financing the program?

List any benefits that you or your school has derived from participation in the full-time student teaching program.



~~-4-~~

List any problems created for you or your school as a result of your participation in the full-time student teaching program.

Describe any parental comment concerning the student teaching program.

What do you consider to be the main strengths of the Western Illinois University student teaching program in the Quad-Cities?

What do you consider to be the main weaknesses of the Western Illinois University student teaching program in the Quad-Cities?

**What are your recommendations that would make for a better student teaching program in the Quad-Cities?**

## ADMINISTRATOR'S QUESTIONNAIRE

SUPERINTENDENT \_\_\_\_\_ ADMINISTRATIVE STAFF \_\_\_\_\_

BUILDING PRINCIPAL \_\_\_\_\_

Has having student teachers in your school helped to provide a source for regular staff appointments? Yes \_\_\_\_ No \_\_\_\_

How do you select supervising teachers to participate in the program?

Have they had at least three years experience? Yes \_\_\_\_ No \_\_\_\_

Are they recognized as a superior teacher? Yes \_\_\_\_ No \_\_\_\_

Do they hold the highest type of professional certificate applicable to their positions? Yes \_\_\_\_ No \_\_\_\_

Do they hold a master's degree or have completed 30 semester hours of graduate work beyond the bachelor's degree? Yes \_\_\_\_ No \_\_\_\_

Do you feel that the \$120 payment to the supervising teachers is a suitable amount? Yes \_\_\_\_ No \_\_\_\_

What changes would you suggest in the present arrangement of financing the program?

Do you feel that the supervising teachers receive enough information about the student teachers prior to their arrival? Yes \_\_\_\_ No \_\_\_\_

If no, what do you feel is lacking?

Do you feel that the supervising teachers receive enough orientation or training to supervise the student teachers properly? Yes \_\_\_\_ No \_\_\_\_

If no, what do you feel is lacking?

Do you feel that the administrative staff receive enough information about the student teaching program? Yes \_\_\_\_ No \_\_\_\_

If no, what do you feel is lacking?



Do you understand the process and standards used in screening students in the teacher education program at Western Illinois University? Yes \_\_\_\_ No \_\_\_\_

How many full-time student teachers should be assigned to a supervising teacher during a school year? \_\_\_\_\_

Do you feel that the Western Illinois University students are properly prepared for student teaching? Yes \_\_\_\_ No \_\_\_\_

If no, what do you feel is lacking?

Do you use student teachers as substitutes for teachers other than the supervising teacher? Yes \_\_\_\_ No \_\_\_\_

By whom do you feel the grade for student teaching should be given?

By supervising teacher \_\_\_\_\_

By Resident Coordinator \_\_\_\_\_

By cooperative venture of both \_\_\_\_\_

In case of disagreement, which person should have the final authority?

What has been your direct contact with student teachers?

Has pressure been exerted on your school to participate in the student teaching program? Yes \_\_\_\_ No \_\_\_\_

Do you feel that your school should participate in the student teaching program? Yes \_\_\_\_ No \_\_\_\_

Why?

How do you evaluate the idea of having a full-time resident coordinator from the university supervising the student teachers?

In addition, would you prefer visits by special subject matter supervisors from the university? Yes \_\_\_\_ No \_\_\_\_



-3-

**What services do you feel the university should provide that would help the over-all student teaching program?**

**What has been the effect on instruction in your school as a result of being a cooperating school with Western Illinois University?**

**Benefitted \_\_\_\_\_ Harmed \_\_\_\_\_**

**In what ways has the instruction been benefitted?**

**In what ways has the instruction been harmed?**

**What advantages to your school as a result of being a cooperating school, have you observed?**

**What disadvantages or problems created for your school as a result of being a cooperating school, have you observed?**

**Would you describe any parental comments concerning the student teaching program?**

What in your opinion are the main strengths of the Western Illinois University student teaching program in the Quad-Cities?

What in your opinion are the main weaknesses of the program?

Over-all is it worthwhile to be a cooperating school with Western Illinois University in the full-time resident student teaching program? Yes \_\_\_\_ No \_\_\_\_

What are your recommendations that would make for a better student teaching program in the Quad-Cities?

## BIBLIOGRAPHY

### Books

- Devor, John W. The Experience of Student Teaching. New York: The Macmillan Company, 1964.
- Filson, Thomas N. Instructional Decision Making. Dubuque, Iowa: Wm. C. Brown Book Co., 1966.
- Hicks, Wm. Vernon, and Blackington, Frank H. III. Introduction to Education. Columbus, Ohio: Charles E. Merrill Books, Inc., 1965.
- Houston, W. Robert, Blackington, Frank H. III, and Southworth, Horton C. Professional Growth Through Student Teaching. Columbus, Ohio: Charles E. Merrill Books, Inc., 1965.
- Johnson, James A., and Perry, Floyd. Readings in Student Teaching. Dubuque, Iowa: Wm. C. Brown Book Co., 1966.
- Kraft, Leonard E., and Casey, John P. Roles in Off-Campus Student Teaching. Champaign, Illinois: Stipes Publishing Co., 1967.
- Myers, George R., and Walsh, William J. Student Teaching and Internship in Today's Secondary Schools. Columbus, Ohio: Charles E. Merrill Books, Inc., 1964.
- Stratemeyer, Florence B., and Lindsey, Margaret. Working With Student Teachers. New York: Bureau of Publications, Teachers College, Columbia University, 1958.
- Steeves, Frank L. Issues in Student Teaching. New York: The Odyssey Press Inc., 1963.
- The Association for Student Teaching. New Developments, Research, and Experimentation in Professional Laboratory Experiences. Bulletin No. 22 (The Proceedings of the Forty-Fourth Annual National Conference) State College of Iowa, Cedar Falls, Iowa, 1964.
- \_\_\_\_\_. Off-Campus Student Teaching. (Thirty-Second Yearbook, The Association for Student Teaching.) Lockhaven, Pa.: The Association, 1951.
- \_\_\_\_\_. Professional Growth Inservice of the Supervising Teacher. (Forty-Fifth Yearbook, The Association for Student Teaching.) Dubuque, Iowa: The Association, 1966.

- \_\_\_\_\_. The College Supervisor-Conflict and Challenge.  
(Forty-Third Yearbook, The Association for Student Teaching.) Dubuque, Iowa: The Association, 1964.
- \_\_\_\_\_. Theoretical Bases for Professional Laboratory Experiences in Teacher Education. (Forty-Fourth Yearbook, The Association for Student Teaching.) Dubuque, Iowa: The Association, 1965.
- \_\_\_\_\_. The Supervising Teacher. (Thirty-Eighth Yearbook, The Association for Student Teaching.) Dubuque, Iowa: The Association, 1959.

#### Interviews

- Bishop, Lucille. Former Student Teacher, April 11, 1967.
- Brissenden, Robert. Secretary, State Teacher Certification Board, February 17, 1967.
- Burgard, Albert. Former Supervising Teacher, Rural Education Program, February 25, 1967.
- Findley, Robert. Director of Student Teaching, Western Illinois University, October 2, 1966.
- Horrabin, H. Waldo. Principal of the Campus Laboratory School, February 25, 1967.
- Krong, Norman. Former University Supervisor, Western Illinois University, April 11, 1967.
- Potter, George. Former Director of Student Teaching, Western Illinois University, January 7, 1967.
- Roberts, John. Former Director of Student Teaching, Western Illinois University, May 16, 1966.
- Smucker, Howard. Former Director of Student Teaching, Western Illinois University, February 22, 1965.

#### Letter

- Warner, Wilma. Supervisor, Home Economics Department, Western Illinois University, March 31, 1967.

#### Periodicals

- Bretsch, H. S., and Jacobsen, G. S. "Recruitment, Guidance, and Screening of Prospective Elementary and Secondary School Teachers," Review of Educational Research, XXV (June, 1955), 204-212.

- Chesterton, Mary J., and others. "The Role of the Supervising Teacher in Assisting the Student Teacher in Becoming a Competent Professional Colleague," Teachers College Journal, XXXVI (November, 1965), 81-83.
- Daniel, K. Fred, and Compton, Ronald. "Reactions to Student Teachers," School and Community, LI (October, 1964), 23+.
- Davis, L. R., and Brooks, L. A. "Assignment of Student Teachers," Clearing House, XXXI (December, 1965), p. 211
- Del Popolo, Joseph A. "Experiences a Student Teacher Should Have," The Journal of Teacher Education, XI (March, 1960), 75-78.
- Farley, H. K. "Self-Observation - An Urgent Need," Journal of Teacher Education, V (December, 1954), 316-317.
- Jerisild, Arthur T. "Understanding Others Through Facing Ourselves," Childhood Education, XXX (May, 1954), 411-414.
- Jones, Martha W. "Orientation as Seen by an Experienced Teacher," National Education Association Journal, LIII (October, 1964), 46-48.
- Keleher, Alice V. "You and Your Student Teacher," Education, LXXIV (February, 1957), 119-120.
- Lambert, Lillian. "Impact of Actual Experience," The Journal of Teacher Education, XI (September, 1960), 402-407.
- Levine, Madeline S. "Extending Laboratory Experiences," The Journal of Teacher Education, XII (March, 1961), 29-35.
- McConnell, Gaither. "They Helped Us, But \_\_\_\_\_," The Journal of Teacher Education, XI (March, 1960), 84-86.
- Mercer, W. A. "What Research and Related Literature Have to Say About Off-Campus Student Teaching and Professional Laboratory Experiences," Journal of Educational Research, LVII (May, 1964), 489-491.
- Payne, Mary, and Garrett, Lurlene. "Student Teachers Speaking," Peabody Journal of Education, XLII (November, 1964), 138-145.
- Prince, Robert D. "The Influence of Supervising Teachers," The Journal of Teacher Education, XII (December, 1961), 475.

- Sharpe, Donald M. "New Horizons in Professional Laboratory Experiences," The Journal of Teacher Education, XII (December, 1961), 485-486.
- Tanruther, Edgar M. "What Does it Mean to be a Supervising Teacher?" The Teachers College Journal, XXXV (March, 1964), 167-171.
- Taylor, Gem K., and Fields, Jack W. "Problems Confronting the College Coordinator in an Off-Campus Student Teaching Program," Review of Educational Research, XLI (March, 1964), 308-311.
- West, Leonard J. "Career Experiences of Educational Majors in a Large Urban Center," The Journal of Teacher Education, IV (September, 1953), 198-201.
- Wiggins, Sam. "Improving Off-Campus Student Teaching," Education, LXXIII (June, 1953), 636-644.

#### University Publications

- Western Illinois State College. Bench Marks in Student Teaching. Macomb, Illinois, 1956.
- \_\_\_\_\_. Western Illinois State College Bulletin. XXVII-XXXV Macomb, Illinois, 1948-1956.
- Western Illinois State Normal School. First Catalogue 1903-1904. Series 1, No. 1 Macomb, Illinois, 1903.
- \_\_\_\_\_. The Courses of Study in the Western Illinois State Normal School at Macomb, Illinois. Macomb, Illinois, 1907.
- \_\_\_\_\_. The Military Tract for Summer Quarter 1907. Macomb, Illinois, 1907.
- \_\_\_\_\_. The Military Tract Normal School Quarterly. No. 41 Macomb, Illinois, 1919.
- \_\_\_\_\_. Western Illinois State Normal School. Series 1, No. 1 Macomb, Illinois, 1904.
- Western Illinois State Teachers College. Western Illinois State Teachers College Quarterly. III-XVI Macomb, Illinois, 1923-1938.
- Western Illinois University. Undergraduate Catalog 1965-1966. XLIV, No. 1 Macomb, Illinois, 1965.
- \_\_\_\_\_. Staff Directories. Macomb, Illinois, 1956-1967.



\_\_\_\_\_. Student Teaching Handbook 1965. Macomb, Illinois, 1965.

\_\_\_\_\_. Undergraduate Catalog 1966-1967. XLV, No. 1 Macomb, Illinois, 1966.

#### Unpublished Material

Brautigan, Carl W. "A Study of the Effects of the Michigan State University Full-Time Resident Student Teaching Program on the Local Schools in the Southwestern Michigan Center for Full-Time Resident Student Teaching." Unpublished Ed. D. dissertation, Michigan State University, 1959.

Clem, Paul N. "A Study of the Michigan State University Full Time Resident Student Teaching Program." Unpublished Ed. D. dissertation, Michigan State University, 1958.

Horrabin, H. Waldo. Principal's Reports 1954-1965. Macomb, Illinois, 1954-1965. (mimeographed)

Illinois Association for Student Teaching. Newsletter. Spring, 1966. (mimeographed)

Potter, George. "Student Teaching Supervision Report - Fall Term, 1963-1964." Report by Director of Student Teaching, Western Illinois University, Macomb, Illinois, 1964. (ditto)

"Resolution of the University Supervisors (of Student Teaching) (Approved at a Meeting of February 24, 1964)." Western Illinois University, Macomb, Illinois, 1964. (ditto)

State of Illinois. "Standards for Student Teaching Programs." State Teacher Certification Board, Springfield, Illinois, 1965. (mimeographed)

MICHIGAN STATE UNIVERSITY LIBRARIES



3 1293 03196 6181