A STUDY OF SELECTED STUDENT TEACHING EXPERIENCES

REPORTED BY MICHIGAN STATE UNIVERSITY

CLUSTER PROGRAM AND CONVENTIONAL PROGRAM

STUDENT TEACHERS

By

Charles Louis Jackson

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ABSTRACT

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The major purpose of this study was to determine
within the limitations of this inquiry if the Michigan State
University cluster program of student teaching provided more
of the selected student teaching experiences than did the
conventional program of student teaching. A second purpose
was to ascertain if those student teachers involved evalu-
ated their student teaching experiences as being valuable
or not. The third purpose was to obtain from the respond-
ents their recommendations as to the selected student teach-
ing experiences they would include in future student teaching
programs.

The literature reveals concern among teacher edu-
cators with the student teaching phase of the overall teacher
education program. Modifications have been implemented and
initiated to expand the scope of student teaching. There-
fore, this study sought to identify the experiences the
student teachers received and to obtain their reaction to

these pre-professional teaching encounters.

The normative survey and evaluative method of research were used in this study. After developing a questionnaire from the literature and from pretesting the instrument with professionals in the field of teacher education, one hundred student teaching experiences were selected to be included in the survey. The instrument was mailed to 266 elementary education majors who had completed their student teaching the previous term. A 73 per cent return was obtained with 71 respondents from the cluster program and 117 persons from the conventional program completing the questionnaire.

The data obtained through the instruments were then quantified and a t-test was conducted at the .05 level of significance.

Further dimensions to the study were added by applying t-tests to each of the experiences measured in the study; by developing from the data the ten most frequently, and the ten least frequently reported incidents in the three categories of the study; and a classification and analysis of the types of participation the two groups reported.

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

1. The cluster program student teachers reported having experienced more of the selected student teaching experiences than did the conventional program participants.

2. Of those experiences reported by the respondents, more

were reported as valuable by the cluster program student teachers than by the conventional program student teachers.

3. Cluster program participants recommended that more of the selected student teaching experiences be included in future student teaching programs than did the conventional program participants.

DEDICATION

This work is dedicated to my parents, Mr. and Mrs. Louis F. Jackson, and my dear wife, Rita Anne Jackson, in deepest gratitude for their love, their understanding, their faith, and the support they have offered over the years. Without them, this endeavor could not have been possible nor had meaning.

ACKNOWLEDGMENTS

The writer wishes to express gratitude to the many Michigan State University students and faculty members who aided in making this study possible.

I want to extend appreciation to my thesis advisor, Dr. George R. Myers, who so willingly gave of his time and energy to assist with the study. The interest, support, and encouragement from the members of my committee, Dr. Clyde M. Campbell, Dr. William A. Faunce, Dr. Richard L. Featherstone, and Dr. Max R. Raines, require special recognition.

Recognition and sincere thanks are due to my many friends for their support, encouragement and patience through the doctoral study, the research and the writing of this thesis. To Dr. Richard Watson, my special thanks and recognition for his constant help, interest, and support.

The sacrifices of my children, Eric Charles, Laurence Louis, and Lynne Marie, made this achievement possible. May it be possible that I will be able to repay them in some small way.

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CHAPTER I

THE NATURE OF THE INVESTIGATION

Introduction to the Study

Much has been written and said regarding the growing importance of education in the modern world. We live in a time of exploding change; a time in which many of the theories and practices which have served our nation long and well no longer appear to function well within the framework of the critical contemplation of the academic world and its relationships to the rest of society. The appraisal of education in general, and teacher education in particular, has drawn considerable attention during the past quarter of a century.

This close scrutiny of American education has resulted in both approval and disapproval of past achievements, present accomplishments, and predicted future performances.

Educational institutions are not immune to change. In light of the social and academic changes taking place in America, teacher education programs have been a kaleidoscope of changing patterns, of expanding dimensions, of increasing inquiry, and of shifting stresses. Many studies have focused on endeavors to prepare a more competent,

analytical, innovative, and critical teacher who can help

master the serious educational problems in our society.[1]

Sharpe, in supporting the need for directed student

teaching experiences, wrote the following concerning the

nature of the experience:

1. The experiences should be challenging.
2. It should provide for involvement.
3. It should provide for guidance and assistance.
4. It should provide for intellectualization.
5. An inseparable part of the on-going work of the student teacher is evaluation.
6. Evaluation should be cooperative and continuous.
7. Evaluation should be in terms of clearly defined goals.
8. The experience should be satisfying.[2]

Hunter and Amidon indicated four specific trends

in teacher education. The innovative areas included were:

1. Expansion of direct experiences through all parts

of the professional sequence.

2. Increased recognition of the joint responsibil-

ity for teacher education by colleges, public schools, pro-

fessional organization and governmental agencies.

3. A student teaching experience that included

developmental, planned learning experiences for the teacher-

learner.

4. The creation of conscious efforts to become

[1]Elmer R. Smith, ed., Teacher Education: A Re-appraisal (New York: Harper and Row, 1962), p. 10.

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

students of teaching not just student teachers.[3]

In a review of current issues in student teaching, Bennie suggested the following trends:

1. The role of the public school in teacher education.

2. The criteria for the selection of cooperating teachers.

3. The compensation level for cooperating teachers.

4. The type or pattern of student teaching.

5. The role of the college supervisor.

6. The legal status of the student teacher.

7. Evaluation procedures of student teaching.

8. Pre-service professional laboratory experiences.

9. Increased acceptance of the internship programs.

10. Accepting new emphasis in teacher education.[4]

"Teacher education," Smith projects, "is at a critical point in its history. There is now enough knowledge and experience to reform it, to plan a basic program of teacher education for an open society in a time of upheaval."[5] The

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[3]Elizabeth Hunter and Edmund Amidon, "Direct Experience in Teacher Education: Innovation and Experimentation," The Journal of Teacher Education, XVII (Fall, 1966), pp. 282-89.

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

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

task of identifying relevant practices for students in the field of education is part of the challenge of this study.

The Council of State College Presidents of Michigan, through the Deans and Directors of Teacher Education Programs, worked to develop improved programs of teacher education. Among their various efforts was a new program model that would broaden the meaningful learning experiences of their student teachers. Provided for were:

> 1. A highly individualized and flexible student teaching experience.
> 2. Contact with several different teachers in the school building instead of just one as under the traditional program.
> 3. Contact with a variety of activities in the school and community in addition to classroom teaching.
> 4. A close relationship between the student teaching program and the public school building staff, thus involving the professional more directly in teacher education.[6]

The implementation of this new model in the College of Education at Michigan State University was in the form of cluster programs. This concept involved a cluster or group of several student teachers assigned to a building where the student was included in a planned variety of teaching-learning activities under the guidance of a local school district faculty member employed by the University on a part time basis. The student of teaching observed or taught with several teachers, utilized a variety of teaching methods, worked with various grade levels or classes of public school

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[6]Student Teaching Office, "Student Teaching Year End Report, 1967-68," East Lansing, 1968. (Mimeographed.)

student, team taught, provided individual or small group
as well as total class instruction, analyzed teaching, ex-
amined learning styles, taught on the elementary and sec-
ondary level, and worked toward achieving realistic self-
established professional goals. Involvement in the school-
community, as well as the total school environment, was more
possible under this flexible program.

<div align="center">

Need for the Study

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"The teacher," wrote Allen, "remains as central and
vital as he has ever been to the success of . . . education."[7]
Recent educational research reported by Davies asserted that
". . . of all the factors that constitute a school, the
single most influential in terms of pupil achievement is
the impact of the teacher."[8] The importance of the teacher
in the classroom suggests that any new program of student
teaching be supported by empirical evidence as to its merits
and worth to the participants.

In a recent publication, the Association for Student
Teaching (renamed in 1970 the Association of Teacher Edu-
cators), focused attention on the increased acceptance of
the role of teacher education in our society and how this

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[7]Dwight W. Allen and Eli Seifman, The Teacher's
Handbook (Glenview: Scott, Foresman and Company, 1971),
p. ix.

[8]Donald Davies, "The Teacher Numbers Game," American
Education, VI (October, 1970), p. 8.

increase had fostered further study.[9]

The majority of professions provide neophytes a period of preservice training. In the field of teacher education that period of time is commonly called student teaching. Johnson,[10] Roth,[11] and Wroblewski[12] support the contention that student teaching has been considered for many years the most important element in the teacher education program.

Analysis of publications and annotated bibliographies revealed studies on the roles, responsibilities and characteristics of student teachers, cooperating teachers, college coordinators, and directors of student teaching.[13] Many publications describe current practices or advocate operational procedures but most frequently from the standpoint

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

[10]James A. Johnson and Roger C. Anderson, Secondary Student Teaching: Readings (Glenview: Scott, Foresman and Company, 1971), p. 4.

[11]Lois H. Roth, "Selecting Supervising Teachers," The Journal of Teacher Education, XII (September, 1961), p. 476.

[12]Claudia Wroblewski, "A Student Teacher Views the Supervising Teacher," The Journal of Teacher Education, XIV (September, 1963), p. 333.

[13]Ruth Heideback and Margaret Lindsey, eds., Annotated Bibliography on Laboratory Experiences and Related Activities in the Professional Education of Teachers (Washington, D.C.: The Association for Student Teaching, 1968). (As well as The College Supervisor, Conflict and Challenge; Forty-Third Yearbook, 1964. Teacher Education and the Public Schools; Fortieth Yearbook, 1961).

of the colleges or from those who direct the programs.

Comprehensive national surveys to analyze the various approaches, programs, and practices in teacher education have been reported by Stratemeyer and Lindsey,[14] Johnson,[15] and Troisi.[16]

Despite these efforts, there was relatively little current information concerning the scope and variety of student teaching experiences. Reynard[17] and Michaelis[18] lamented the lack of empirical data on the nature and value of these experiences. Davies and Amershek stated it more emphatically when they wrote: "Studies of what really happens to Student Teachers are vital."[19] Sorenson, concurring,

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[14]Florence Stratemeyer and Margaret Lindsey, Working With Student Teachers (New York: Teachers College Press, Columbia University, 1958), pp. 23-53.

[15]James A. Johnson, "A National Survey of Student Teaching Programs," The Association for Student Teaching News Letter, II (Winter, 1969), pp. 4-5.

[16]Nicholas Troisi, "Development of the Supervising Teacher's Role," The Supervising Teacher. Thirty-Eighth Yearbook of the Association for Student Teaching (Dubuque: William C. Brown Company, Incorporated, 1959), pp. 12-23.

[17]Harold E. Reynard, "Pre-Service and In-Service Education of Teachers," Review of Educational Research, XXXIII (October, 1963), pp. 369-80.

[18]John U. Michaelis, "Teacher Education--Student Teaching and Internship," in the Encyclopedia of Educational Research, 3rd edition, ed. by Chester W. Harris (New York: The Macmillan Company, 1960), p. 1474.

[19]Donald Davies and Kathleen Amershek, "Student Teaching," Encyclopedia of Educational Research, 4th ed., Edited by Robert L. Ebel (London: The Macmillan Co., 1969), p. 1384.

contends that we need to know more about what is learned in student teaching and what experiences were most useful.[20]

Student teaching programs exist in many modes of operation, styles, types, and program patterns. There is, however, little research to indicate that one mode is more effective than another in the preparation of teachers. The committee on research in student teaching of the Association of Student Teaching indicated that:

> . . . there is a need to observe experimentally the effects of different types of student teaching programs, or experiences in lieu of student teaching relative to the prospective teacher's: (1) knowledge of good educational practices, (2) personality traits and changes in personality traits, (3) skill in using classroom activities, (4) attitudes toward teaching, (5) ability to recognize his pupils' problems, (6) ability to recognize his subject matter content and resource materials, and (7) knowledge of teaching field of specialization.[21]

Shaplin, in asserting that student teaching is an important, integral aspect of a teacher's preparation, identified several assumptions of a viable teacher education program. They were:

1. Teaching is behavior, and as behavior is subject to analysis, change and improvement.
2. Much of the habitual behavior which individuals have developed in other contexts is inappropriate for the teaching situation and therefore, needs to be recognized and extinguished.

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[20]Garth B. Sorenson, "What Is Learned in Practice Teaching?" The Journal of Teacher Education, XVII (Summer, 1967), pp. 173-78.

[21]Association for Student Teaching, Research on Student Teaching, Bulletin No. 5 (Dubuque, Iowa: William C. Brown Company, 1965), p. 27.

3. Teaching is an extremely complex kind of behavior involving the full range of thought processes, communication, and physical action.
4. Teachers, through practice, can learn to analyze, criticize, and control their own teaching behavior.
5. Practice provides the experiences which give meaning to many other aspects of instruction in education.[22]

It appears reasonable to assume that there is a growing need to identify those experiences that are considered valuable by the student teachers to insure more effective teacher-learner experiences for future teachers.

In the Handbook of Modern Sociology of 1964, Burton R. Clark asserted that "one-third of all college graduates--a staggering proportion--expect to enter primary and secondary education."[23]

Recent statistics on the supply and demand of teachers indicated that "for the first time since World War II more persons trained to teach are seeking work in the education professions than there are appropriate teaching positions available."[24]

These reports may be interpreted by the universities to mean that future teacher supply and demand needs will be determined in qualitative terms and not in quantitative

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[22]Judson T. Shaplin, "Practice in Teaching, Breakthrough to Better Teaching," Harvard Education Review (Special Issue, 1965).

[23]Burton R. Clark, Handbook of Modern Sociology, Edited by Robert E. L. Faris (Chicago: Rand McNally Company, 1964), p. 753.

[24]Davies, op. cit., p. 7.

terms. The applicant of the near future, as he seeks a teaching position, is apt to find his preparation examined by a more selective process. The need to have those valuable student teaching experiences that will have enabled him to develop his individual skills, abilities, interests, needs and potential will be required elements which universities must provide their graduates.

Under the program model developed by the Deans and Directors of Teacher Education Programs for the Council of State College Presidents of Michigan is the criterion that the professional teacher will be more directly involved in teacher education. When provided with the opportunity to share in conducting the student teaching experience, do the classroom teachers provide, encourage, and broaden the learning experiences of their student teachers? Or, do the cluster program students continue to receive the same type, variety, and amount of experiences as do those student teachers in the conventional program?

Dwight W. Allen is concerned about the "facade of change" in which teacher educators "rarely see our visions acted upon."[25] With many voices calling for change and educators claiming innovations, Stiles and Parker indicate that many modifications have been implemented and initiated

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[25]Dwight W. Allen, "Toward '76: A Revolution in Teacher Education," Phi Delta Kappan, LI (May, 1970), p. 485.

but with a minimum of evaluation.[26]

These writings cogently point out that it is necessary that data be obtained to support empirically the claims that student teachers do receive more valuable experiences under the cluster program as anticipated under the Council of State College Presidents of Michigan proposed model.[27]

Statement of Purpose

The purposes of this study are as follows:

1. To determine if the Michigan State University cluster program of student teaching provides more of the selected student teaching experiences than does the conventional program of student teaching.

2. To compare the value of the selected experiences in student teaching as reported by the cluster program participants and the conventional program participants.

3. To obtain from both the cluster and conventional program participants those selected student teaching experiences they would recommend for inclusion in a student teaching program.

These accomplishments would provide additional data for implementing a more viable student teaching program.

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[26]Lindley J. Stiles and Robert P. Parker, Jr., "Teacher Education Programs," in the Encyclopedia of Educational Research, 4th edition, ed. by Robert L. Ebel (London: The Macmillan Company, 1969), p. 1414.

[27]See Appendix C for examples of the types of experiences being studied.

Hypotheses

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

1. There will be a greater number of student teaching experiences reported by cluster student teachers than by the conventional program student teachers.

2. Of those experiences reported by the respondents, a higher percentage will be reported as having been valuable by the cluster program student teachers than by the conventional program student teachers.

3. The cluster program student teachers will recommend a greater number of experiences for inclusion in future student teaching programs than will the conventional program student teachers.

Underlying Assumptions of the Study

The following observations were reasonable assumptions upon which this study was based:

1. That an adequate student teaching experience is more likely to result when a more individualized program is developed.

2. That student teachers benefit from participating in selected experiences with a number of cooperating teachers.

3. That supervised, planned, and guided contact with a variety of activities in the school and community

benefit the prospective teacher.

4. That the basic responsibility for the administration of quality student teaching programs rests with institutions of higher education, public school administrators, and classroom teachers.

5. That the student teachers who responded had established and could relate the experiences they considered valuable.

6. That the experiences considered valuable by the participants in this study will apply to other programs where student teaching is involved.

7. That student teachers have convictions as to the type and quality of experiences they want from student teaching.

8. That administrators of student teaching programs have a responsibility to improve the quality of the teacher education program.

9. That student teaching is an important aspect of the preparation of teachers.

Limitations of the Study

It is noted that an exploratory study of this nature cannot be all encompassing. The limitations of the study are as follows:

1. This study was limited to those Michigan State University students who completed their student teaching in the winter term, 1971.

2. This study was limited to the cluster and conventional programs of regular elementary student teaching at Michigan State University.

3. This study concerned itself only with the student teaching aspect of teacher education.

4. This study is a normative survey with the participants selected within the normal limitation of the questionnaire technique.

5. The establishment of a cluster program in a school; the elusive patterns of the personalities involved; and the ability, resourcefulness, and enthusiasm of the student teacher were imperative necessities but beyond the scope of this study.

6. This study will be limited to those former student teachers in the programs described and on whom data were collected.

Definition of Terms

The terminology of student teaching has not been standardized across the nation or from college to college. To facilitate understanding and to delimit conceptions, the following key terms require definition.

Student teaching

Student teaching is a period of guided teaching when a college student assumes increasing responsibility for directing the learning of a group or groups of learners

over a period of consecutive weeks.

Student teacher

A college student who is engaged in an assigned student teaching experience.

Cooperating teacher

A teacher of school pupils who also directs the work of a student teacher with these same pupils in a public school setting. Other designations that are used to describe this teacher-function are: supervising teacher, base teacher, sponsoring teacher, critic teacher, and directing teacher.

Cooperating school district

A school system which provides facilities for student teachers but which is neither controlled nor supported by the college.

University student teacher director

This person is a regular university staff member who has as a part or all of his assigned work load the supervision of the activities of student teachers and the relationships and conditions under which these students carry on their work.[28]

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[28]Leonard O. Andrews, Student Teaching (New York: The Center for Applied Research in Education, Inc., 1964), pp. 8-12. These are the terms accepted for use by the Association for Student Teaching.

Conventional program of student teaching

This term is associated with full-time residential student teaching provided in a single public school classroom, to a limited number of pupils, and within the contacts or experiences provided by one person--the cooperating teacher.

Cluster consultant

This new position in the cluster program identifies a competent person of the cooperating school staff who is employed for a portion of the school day as a building consultant to the student teachers and cooperating teachers assigned to work with student teachers. The college reimburses the school district for the time involved in conducting the building student teaching prc̲ ̇am. This person is designated as a faculty member of the teacher education institution as well as being on the faculty of the local school district. This individual assumes direct responsibility for the experiences of the student teachers assigned to the building.

Cluster program of student teaching

This program was devised at Michigan State University as a model that would broaden the learning experiences of the student teachers. Planned student contact with several teaching models, a highly individualized experience, contact with a variety of school-community activities, and greater involvement of the public school cooperating staff

are primary elements of this program.[29]

Overview of the Organization

In Chapter II, pertinent literature and related studies will be presented. The review concerns the literature which expresses a need for individualized student teaching, the increased emphasis on the need for different teaching models, the developing trend of cooperation between those involved in providing the student teaching experience, the history of student teaching, and the history of student teaching at Michigan State University.

The research methodology, instrumentation and techniques used to collect the data to test the hypotheses are reported in Chapter III.

In Chapter IV, the research findings will be presented and an analysis of the data will be stated.

The summary of the findings with conclusions and implications will be presented in Chapter V with the last section including the bibliography and appendices.

[29]See p. 4 for Council of State College Presidents of Michigan program model.

CHAPTER II

REVIEW OF RELATED LITERATURE

Background

The history of American teacher training institutions
has its antecedents in the Western World. The majority of
colonial American educational concepts and practices were
originally transplanted from Europe.

Standard histories of education provided a system-
atic study of the development of methods of teaching, ob-
jectives of education, and the training of those who taught.
Socrates, Plato, Aristotle, the Sophists, the Jesuits, and
the Scholastics were among the many individuals and philoso-
phies that developed distinctive styles of teaching.[1]

By the beginning of the fourteenth century, the
medieval universities trained teachers in subject matter
fields as "apprentice teachers trying to qualify for member-
ship in the teachers' guild--the guild of masters."[2] Al-
though limited in scope to the lecture, repetition, and the
disputation, the concept of direct experience by doing, by

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[1]Harry S. Broudy, "Historic Exemplars of Teaching
Methods," in Handbook of Research on Teaching, ed. by N. L.
Gage (Chicago: Rand McNally, 1963), pp. 5-42.

[2]Ibid., p. 19.

observing the "master's" demonstrations, and the actual apprentice teaching may be considered the forerunner of practice teaching.[3]

The Renaissance and Reformation, in both spirit and content, permeated the schools. Church leaders, as militant foes combating the new intellectual challenges in Europe, illustrated how methods of instruction, materials, and teacher training could be organized and systematized. Atkinson and Maleske, writing on the contributions of the two Catholic teaching orders, the Jesuits and Christian Brothers, state that, "From this point on, professional training of teachers as we know it today began to take initial form."[4]

The earliest known school created to offer a systematic course for teachers was established by Jean Baptiste de la Salle, in 1685, at Rheims, France, to train members of the Brothers of the Christian Schools as elementary teachers.[5]

Many other European educators such as Jean Jacques

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[3]W. Robert Houston, Frank H. Blackington III, and Horton C. Southworth, Professional Growth Through Student Teaching (Columbus, Ohio: Charles E. Merrill Books, Inc., 1965), p. 8.

[4]Carroll Atkinson and Eugene T. Maleska, The Story of Education (New York: Bantam Books, 1964), p. 379.

[5]James A. Johnson and Floyd Perry, Readings in Student Teaching (Dubuque, Iowa: William C. Brown Book Co., 1969), p. 2.

Rousseau, Johann Heinrich Pestalozzi, August Hermann Francke, Johann Friederich Herbart, and Friedrich Froebel, by stressing the learning process and the individual student, created an interest in and emphasis on the need for pedagogical principles that compelled the future teacher to know the child. France and Prussia were the first nations to sponsor and establish state systems for the training of teachers.[6]

Education in the American colonies, concentrated upon developing clergymen, lawyers, doctors, and leaders for the yet unborn nation. Rudolph, in emphasizing the essential need for Harvard College, stated, "In the future the state would need competent rulers, the church would require a learned clergy, and society itself would need the adornment of cultured men."[7]

Modeled after the colleges of England and Northern Europe, subject matter was stressed at the expense of instructional techniques or to those being taught. Clergymen, servants, graduates of the academies, and others, some of whom lacked a secondary education, were teachers.[8]

It was not until the post-Revolutionary War period that Americans turned their attention to the development

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[6]Atkinson and Maleska, op. cit., pp. 379-80.

[7]Frederick Rudolph, A History: The American College and University (New York: Alfred A. Knopf, Inc., 1965), p. 6.

[8]Atkinson and Maleska, op. cit., p. 380.

of state supported normal schools modeled on the Prussian

pattern. A private school in Concord, Vermont, established

by Samuel Read Hall, in 1823, was the first full-time normal

school in America.[9]

In 1834, the New York legislature began to subsidize

academies to train teachers for the states' school system.

The state of Massachusetts, upon the urging of James G.

Carter, Horace Mann, and a matching financial grant by

Edmund Dwight, established in 1838, the first state normal

school.[10]

Advocates of student teaching continued to press

their demands that students be allowed the opportunity to

teach in the "model" schools which were operated in conjunc-

tion with the normal schools. By the Civil War period, the

Oswego Training School received national attention for its

professional preparation of teachers. Included in the prin-

ciples of this movement were "that one-half the time be given

to discussion of educational principles and the other half

to teaching under criticism."[11] The emphasis which this

school placed on "practice teaching" and its resulting im-

pact on teacher preparation is cited by Dr. Nicholas Troisi

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[9]Johnson and Perry, op. cit., p. 3.

[10]Ernest J. Milner, ed., The Supervising Teacher,
Thirty-Eighth Yearbook of the Association for Student Teach-
ing (Dubuque, Iowa: William C. Brown Co., Inc., 1959), p.
13.

[11]Ibid., p. 14.

as marking "an epoch in the history of the normal schools."[12]

By the turn of the twentieth century, normal schools, with their model schools for practice, demonstration, and observations, were an established part of American teacher preparation.

Improving the quality of instruction and the recognized need for high school teachers to hold college degrees compelled states to reorganize their normal schools from two year programs into state colleges. In 1903, Michigan created the first state teachers college in the United States at Ypsilanti, Michigan.[13]

While the movement from normal schools to teacher colleges was taking place, new departures in American higher education were also being undertaken. Land grant colleges and state universities were coming into being in greater numbers and assuming new roles. The blurring of distinction between colleges and universities at the turn of the twentieth century can be seen by the fact that ". . . everywhere the state universities became the major teacher-training agencies, setting standards for the public schools."[14]

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[12]_Ibid._, p. 15.

[13]Atkinson and Maleska, _loc. cit._

[14]Rudolph, _op. cit._, p. 361.

Michigan State University

Michigan State University, the prototype for land-grant institutions established under the Morrill Act of 1862, was founded in 1855 as the nation's first agricultural college. At that time, there was no stated program for the preparation of teachers at Michigan Agricultural College, the name by which the college was then known.

The process of adequately preparing teachers for an industrial-agrarian economy demanded that Michigan State University assume, along with other institutions of higher education, the responsibility of teacher training. Shortly after the turn of the century, the first course in education, the History of Education, was offered on campus. Noll records that this course offering was followed within a year, in 1903, by student teaching.[15]

The passage by the federal government of the National Vocational Education Act in 1917 provided funds, when matched by state money, for the training of teachers in the fields of agriculture, home economics, and industrial education. This highly significant legislation had direct bearing upon teacher training and student teaching in particular as the law required practice teaching for prospective teachers in those vocational subjects. The philosophy of the College, combined now with the new Smith-Hughes Act requirements,

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[15]Victor H. Noll, The Preparation of Teachers at Michigan State University (East Lansing: Michigan State University, 1968), p. 18.

compelled that a regular program for student teaching be established. Within a year of the passage of the law, the College appropriated funds to implement the training of teachers and appointed Mr. E. L. Grover and Miss Elizabeth Frazer as supervising teachers in the East Lansing High School.[16]

The post World War I era at Michigan Agricultural College was a period of transition, of growth, of searching for breadth, scope and structure for the College. Many of the internal changes during the 1920's had significant effect on the teacher education program. Noll, in his valuable publication on the history of the College of Education at Michigan State University, records that enrollments in the sciences and arts soon outnumbered those preparing for teaching in the vocational fields. State and federal funds were allocated for the latter only. Continuing, Noll expressed that the "foundation for an off-campus program of practice teaching had been firmly laid, to remain permanently as a key element in the entire program of teacher education."[17]

The early 1930's witnessed the continued movement off-campus to cooperating public schools where the College had students spend half a day teaching and participating in the overall school and community programs. On campus, the

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

[17]Ibid., p. 67.

Board of Agriculture declared that "all persons and activities in teacher training in Michigan State College were to be under the control and supervision of the Head of the Department of Education."[18] This far reaching decision determined that one department, and only one department, would be responsible for the preparation of teachers.

In 1937, Michigan State College instituted the Barry County Student Teaching program. This innovative endeavor had full-time student teaching in a residential setting with college courses taught in the center by a college faculty member.[19] Although limited in the number of students involved and in tenure, the principle of full-time residential student teaching was again explored and accepted by the college as a desirable goal.

Clem stated, "the program of full-time resident student teaching at Michigan State University had its birth in the 'Marshall Plan' in the Fall of 1946."[20] Similar in structure to the Barry County program, students, at their own expense, lived in the community of Marshall, Michigan, and taught in the public schools as student teachers. Involvement in the community was encouraged by both the college and the community leaders of Marshall. A College of Education

[18]Ibid., p. 75.

[19]Paul N. Clem, "A Study of the Michigan State Full-Time Resident Student Teaching Program" (unpublished Ph.D. dissertation, Michigan State University, 1958), p. 10.

[20]Ibid., p. 14.

faculty member was assigned as a resident coordinator.

The present full-time resident student teaching program, for both elementary and secondary student teachers, began in the academic year of 1955-56. The extensive experiences gained in the Barry County and "Marshall Plan" supported the request to the State Board of Agriculture that such a program be instituted as a requirement of all education majors at Michigan State University. Four resident centers at Battle Creek, Birmingham, Grand Rapids, and Southwestern Michigan, with university coordinators in local residence, were functioning in addition to the half day programs located within the commuting distance of the campus. Enrollment increases demanded continued growth in the number of off-campus centers.

The 1971 report by the College of Education to the National Council for Accreditation of Teacher Education states that:

> In an effort to provide more realistic experiences in the preparation of teachers, MSU has been a leader in establishing full-time student teaching for all candidates. Since 1955, more than 130 Michigan school systems and 16 resident centers operated cooperatively in them have served some 3,000 teacher candidates annually. Some 57 full and part-time faculty members are stationed in the resident centers.[21]

The historical precedents of innovation and leadership in establishing full-time resident student teaching

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[21]Report to the National Council for Accreditation of Teacher Education, College of Education (East Lansing: Michigan State University, 1970), p. 44.

have led Michigan State University to continue searching

for new patterns of student teaching. Internships in ele-

mentary education under the Student Teacher Education Pro-

grams and the Elementary Internship Program were instituted

in the 1950's and early 1960's and had as one of their ob-

jectives "a means of achieving a functional partnership

between teacher education institutions and public school

systems."[22]

The 1966 to 1970 period witnessed the development

of the cluster program in student teaching at Michigan State

University. Ten to twelve student teachers were assigned

as a cluster to a cooperating school building. The Director

of Student Teaching, Dr. Henry Kennedy, reported to the

National Council for Accreditation of Teacher Education

that:

> The school itself and the community it serves are
> considered a composite learning laboratory in which the
> student teacher studies the problems of teaching and
> gains experience in solving these problems. Outstand-
> ing teachers in each school's instructional staff are
> selected by the faculty, school administrator, and the
> University; and released half time to serve as a "clin-
> ical consultant," in planning optimum utilization of
> the school for development of the individualized pro-
> fessional experience program for each student teacher,
> based on particular strengths and weaknesses.[23]

The College of Education at Michigan State Univer-

sity grew to lead the nation in the number of elementary

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[22]Ibid., p. 59.

[23]Ibid., p. 46.

school teachers prepared and ranked second in the nation in the preparation of secondary teachers.[24]

The concept of full-time, off-campus, residential student teaching has been a primary principle of the teacher education program, has met the University's concept of dissemination of knowledge beyond the campus to all Michigan people, and has had the advantage of providing to the neophyte a first hand view of teaching as a whole program in a whole community.

Individualization in Student Teaching

Assessments from teacher educators argue convincingly for increased meaning and applicability of the preservice preparation program. This should, they claim, include more than the acquisition of additional facts but enable the student the opportunity to enter into more personal meaningful relationships with other students, faculty, and children. Included in the exploratory process should be opportunities for examining, interpreting, and applying principles to achieve individualized growth.

Individualizing student teaching is consistent with the recognition of the primacy of the person. These basic human needs are variously categorized by psychologists and anthropologists.

Gray, using the Minnesota Teacher Attitude Inventory,

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[24]Ibid., p. 11.

reported that no one method was adequate for predicting success in student teaching.[25]

Garvey, in 1970, asserted that the ". . . problems of predicting success in teaching have not yet succumbed even to the lifelong efforts of devoted researchers."[26]

A 1961 study published by the National Education Journal failed to find any method of teaching which was clearly superior to all others.[27]

The Association for Supervision and Curriculum Development, in its yearbook, stated: "Since learning is the exploration and discovery of personal meaning, the learning process itself must be a highly personal one."[28]

A model elementary teacher education program developed in the late 1960's by Michigan State University suggested "that there seem to be many best ways of both learning and teaching."[29]

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[25]Maxine Gray, "The Use of the Minnesota Teacher Attitude Inventory in the Selection, Counseling, and Placement of Student Teachers" (unpublished Ph.D. dissertation, Wayne University, 1956), p. 98.

[26]Reba Garvey, "Self-Concept and Success in Student Teaching," The Journal of Teacher Education, XXI (Fall, 1970), p. 357.

[27]Robert Blume, "Humanizing Teacher Education," Phi Delta Kappan, LII (March, 1971), p. 411.

[28]Association for Supervision and Curriculum Development, Perceiving, Behaving, Becoming, 1962 Yearbook (Washington, D.C.: The Association, 1962), p. 71.

[29]W. Robert Houston, Behavioral Science Elementary Teacher Education Program, U.S. Department of Health, Education, and Welfare, Office of Education (East Lansing: Michigan State University, 1968), p. vii-1.

These varied attempts to study teaching, or of appraising teacher qualities, or other aspects of the teaching performance, support Combs' description of good teaching as an intensely personal matter.[30]

Dickhart reminds the profession that "all student teachers do not require the same length of time in one classroom and . . . programs should be made flexible . . . to meet a variety of needs and circumstances."[31]

Stratemeyer and Lindsey supported this when they wrote: "As individuals, students will differ widely . . . in this area of experience as in all other areas. Obviously these differences should in part control the nature and extent of opportunity provided."[32]

If student teaching is to help the pre-professional see himself as a teacher, Wilhelms contends that broad varied patterns of experiences should be "selected and evaluated primarily for other than practice or skill-building."[33] While the student is assessing his own strengths, weaknesses and commitments, he will also be ascertaining what teaching

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[30] Arthur W. Combs, The Professional Education of Teachers (Boston: Allyn and Bacon, 1965), p. 25.

[31] Audrey Dickhart, "Student Teachers Are People," The Journal of Teacher Education, XII (September, 1961), p. 302.

[32] Stratemeyer and Lindsey, op. cit., p. 344.

[33] Fred T. Wilhelms, "Realignment for Teacher Education," Teacher Education: Future Directions (Washington, D.C.: National Education Association, 1970), p. 11.

style he wants to master and in what kind of a school-community setting he may contribute the most.

Teaching is a complex phenomenon involving the full range of mental, emotional, and physical acts. In many student teaching programs, it appears that stress is placed upon the completion of a mandated series of assignments rather than upon the individual. A gradual increase in responsibility and competence may be better achieved through understanding the individual college student; by providing flexibility in the teaching assignments of that student; and by developing learning in a sequential pattern which is related to the student teacher's needs.

Such a progressive system of experiences was developed at Stanford University for the teaching-learning act. Included were distinct phases of tutoring one student; of teaching one concept for three weeks; and of four or five student teachers planning together as a team.[34]

The differences between routinized practices and teaching-learning experiences that promote and motivate learning were summarized by Rex when he wrote:

> Allowing a student teacher more time, and providing more contact with a public school classroom or a public school teacher does not alter his learning unless there is a conscious effort to use that time in providing a broader range of experience and in identifying

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[34]Dwight W. Allen and Richard E. Gross, "Micro-teaching," The National Education Association Journal, LX (December, 1965), pp. 25-26.

realizable expectations for him.[35]

Various Teaching Models

Student teaching programs originated in the Middle Ages with prospective teachers serving an apprenticeship with a "master teacher." With the advent of teacher training schools, students taught demonstration lessons to their classmates. As teacher normal schools were established, students in teacher education practice taught in campus laboratory schools. Increased enrollments coupled with changing educational philosophies in the past quarter century have resulted in the preponderance of student teaching being completed off-campus in the public schools.

For the student teacher, this may have meant that the preceptor-apprentice arrangement basically remained unchanged. The supervisor was now a public school teacher rather than one associated directly with a university in a laboratory setting.

The conventional program of student teaching presented in a review of the literature has been an assignment of a student teacher to a supervising teacher for a period of time: a semester, a term, or for part time for two terms or semesters. The university student observed the supervising teacher, gradually assumed the teaching assignment

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[35]R. Gene Rex, "Supervising Teachers in Michigan Student Teaching," Lansing, Michigan: Michigan Department of Education, Bureau of Higher Education, 1968, p. 3. (Mimeographed.)

of the supervisor, followed the classroom patterns and procedures established by the cooperating teacher, and was exposed to the career teaching objectives within the framework of one person--the cooperating teacher. Often, the student teacher's success was related to the success of the supervisor. Price's study, in supporting these statements, found that student teachers acquired many of the practices of their supervising teachers as well as making a considerable change in attitude in the same direction.[36]

Cooperating teachers are often cited as the singly most influential person in the preparation of student teachers but in Trimmer's study he concluded that only ten per cent of the cooperating teachers were considered satisfactory by their student teachers.[37]

Differing opinions have been expressed by many educators on the value of an initial exposure to teaching unless there is a conscious effort to use the period to provide a broader range of learning experiences, to achieve needed growth for the individual student, and to allow the student to learn from various models of teaching.

This change of attitude in the purpose of student

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[36]Robert D. Price, "The Influence of Supervising Teachers," The Journal of Teacher Education, XII (December, 1961), pp. 471-75.

[37]Russell L. Trimmer, "Student Teachers Talk Back," The Journal of Teacher Education, XI (December, 1960), pp. 537-38.

teaching is reflected in Rucker's statement that:

> Student teaching is no longer considered . . . as
> an examination period, or a period in which a student
> is supposed to demonstrate what he has learned in
> theory courses. It is a learning period . . . facil-
> itated by continuous evaluation cooperatively arrived
> at by the student and the supervisors.[38]

Wilhelms warns teacher educators that placing a novice teacher into the hands of one or two supervisors is not only unsound but potentially damaging. He concluded by supporting the programs that provided a varied pattern of experiences where the student teacher would come into contact with several models.[39]

The concern that a beginning teacher would imitate, consciously or unconsciously, a particular model demands, according to Shaplin, that the teacher-learner observe and analyze the teaching of a variety of models.[40]

Rex, in searching for a means to stop "imprinting" student teachers, focused attention on utilizing a number of people in the school setting as mentors in student teaching. "This, in effect," he concludes, "would make many teachers, 'supervising teachers', it would reduce time and energy demands being made on each individual, but it would

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[38]William C. Rucker, "A Critical Analysis of Current Trends in Student Teaching" (unpublished Ph.D. dissertation, Harvard College, 1951), p. 192.

[39]Wilhelms, op. cit., pp. 10-11.

[40]Judson T. Shaplin, "Practice in Teaching," in Teacher Education, ed. by Elmer R. Smith (New York: Harper and Row, 1962), p. 90.

broaden the range of learning experiences provided for each student teacher."[41]

The recent development of collective negotiations in education has resulted in literature assessing the impact of those provisions connected with teacher education. Hazard, in reviewing model contracts, states that those sections prohibiting a teacher from supervising more than one student teacher "is an unfortunate and unnecessary barrier to teacher education."[42]

Stratemeyer and Lindsey indicated that experiences in initiating the transition from student to teacher should be provided in the classrooms of grades above and below the one the student teacher was assigned or with other teachers in the departments of secondary schools.[43]

McGeoch, in stressing that student teaching is a time to study teaching, supports the contention that opportunities to appraise the various styles of teaching for accomplishing specific objectives is a valuable experience for prospective teachers.[44]

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[41]Rex, op. cit., p. 4.

[42]William R. Hazard, "Negotiation and the Education of Teachers," in Teacher Education: Future Directions (Washington, D.C.: National Education Association, 1970), p. 113.

[43]Stratemeyer and Lindsey, op. cit., p. 330.

[44]Dorothy M. McGeoch, "Helping Student Teachers Become Students of Teaching," Teachers College Journal, XXXIX (October, 1967), pp. 18-21.

These writers appear to be saying that student teaching should be so structured that the college student could benefit from a variety of teaching experiences; to better insure that they are more ably prepared to decide vocationally on a specific style or community in which the beginner feels he can most effectively function as a teacher; and enable the young professional to find his unique self as a teacher.

College-Public School Relations

"It is now patently clear," write McGeoch and Olson, "that the title 'teacher educator' no longer belongs to the college faculty exclusively. It is the rightful possession of all who participate in the professional preparation of teachers. . . ."[45]

Westfall, in his study on student teaching programs in the North Central Association of Colleges and Secondary Schools, acknowledged that student teaching was no longer the business of colleges and universities alone when a majority of the North Central Association public schools had student teachers.[46]

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[45]Dorothy M. McGeoch and Hans Olson, "The Charge to Action," in Teacher Education: Future Directions (Washington, D.C.: National Education Association, 1970), p. 143.

[46]Byron L. Westfall, "Student Teaching Programs in Certain School Systems of the North Central Association Area," The North Central Association Quarterly, XXXVII (Winter, 1963), pp. 237-45.

The concept of joint responsibility for student teaching by the colleges, the schools, and the teaching profession is deemed necessary, according to recent publications, if educators are to develop new directions in field experiences. The schism between colleges and the public schools may be lessened if models such as that developed by the Council of State College Presidents of Michigan are implemented.[47]

The term "clinical professor" is, according to Davies and Amershek, the most important new term to enter the field of teacher education in recent years. Conant used the term to apply to a university or college professor but Robert Bush employed the same term to a skilled classroom teacher serving both the public schools and the colleges.[48]

The Association of Teacher Educators is attempting to give clarification to the term as the organization leads in the efforts to determine the roles, skills, and positions of those professional educators participating in the new clinical experiences in teacher education.[49]

Smith, although warning of the problems inherent in establishing such a partnership, writes that new school-

[47]See page 4.

[48]Davies and Amershek, op. cit., p. 1378.

[49]Executive Committee, Association for Student Teaching, A Guide to Professional Excellence in Clinical Experiences in Teacher Education (Washington, D.C.: National Education Association, 1970).

university programs have resulted in teaching centers in several urban areas.[50]

That public schools are willing to accept this joint responsibility is evidenced by the fact that the ten models presented to the National Center for Research and Development of the United States Office of Education "were developed as a cooperative effort of local school administrators and university personnel."[51]

The important roles played in teacher education by administrators are detailed by Kraft[52] and Schwartz.[53] They support the contention that the total school staff, not just classroom teachers, must be involved in the process of sharing responsibility in the preparation of new teachers.

The cooperative efforts of the classroom teachers are important as the public schools provide the most realistic setting for teacher training resources. The collective negotiations support the statements that student teaching is a joint responsibility between the colleges and

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[50]E. Brooks Smith, "Joint Responsibility," National Education Journal (May, 1968), pp. 18-20.

[51]Thomas L. Reddick, "Models for Elementary Teacher Preparation," Phi Delta Kappan, LII (March, 1971), p. 439.

[52]Leonard E. Kraft, "You're Getting a Student Teacher," The National Elementary Principal, XLV (January, 1966), pp. 17-20.

[53]Sheila Schwartz, "The Principal's Role in the Student Teaching Program," The Journal of Teacher Education, XIII (March, 1962), pp. 78-81.

the public schools. It was reported in 1968-69 that 110 out of 978 negotiated agreements contained provisions concerning student teaching.[54]

The two national teacher organizations, the American Federation of Teachers and the National Education Association, through many of their state and local associations, are declaring their right to be involved in the overall teacher education program. The Association of Classroom Teachers, an affiliate of the National Education Association, claim:

> That classroom teachers have a right to speak unequivocally on all matters that affect them.
> That the teaching profession must assume responsibility for the quality of its service to society.
> That, for the welfare of the child, the community, and the profession, entrance to the teaching profession must be guarded with extreme care.
> That student teaching is an essential phase of teacher preparation.
> That classroom teachers must participate in making educational policies and decisions affecting their teaching service, including policies and procedures for conducting student teaching in any school system.[55]

These writings stress the joint responsibility of the schools, the teachers, and the universities in planning and implementing student teaching experiences. Liaison, continuity, conditions of practice, role responsibilities, common purposes, and close functional collaboration are

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[54]Hazard, op. cit., p. 104.

[55]The Association of Classroom Teachers, Role of the Classroom Teacher in the Student Teaching Program (Washington, D.C.: National Education Association, 1970), p. iv.

necessary ingredients they recognize as necessary for the improvement of teacher preparation programs.

Summarizing Statements

The preceding exposition of selected related literature established background for the study by:

1. Highlighting the historical development of student teaching;

2. Tracing the development of student teaching in the institutions of higher education in the United States;

3. Reviewing the gradual development of the concept of full-time residential student teaching at Michigan State University;

4. Focusing attention on the individual as an important factor in developing student teaching effectiveness;

5. Echoing the fact that research supports the claim that no one method of teaching is common to all teachers;

6. Calling attention to the need for progressive systems of student teaching experiences related to the needs of the individual student teacher;

7. Focusing on the need to have student teachers associated with several teaching models;

8. Supporting the concept that student teaching experiences are expanding in scope;

9. Stressing that student teaching is a learning period rather than just an examination period;

10. Recognizing the need for greater cooperation between the colleges, the public schools, and the teaching profession.

CHAPTER III

PROCEDURES UTILIZED IN THE STUDY

Introduction

The purposes of this investigation were (1) to
determine if the cluster program of student teaching at
Michigan State University provided more student teaching
experiences than did the conventional program of student
teaching; (2) to obtain from cluster program and conventional
program student teachers their perceptions as to the value
of selected student teaching experiences; and (3) to deter-
mine those student teaching experiences the respondents would
recommend to be included in future student teaching programs.
The primary intent of this chapter was to describe the re-
search design and procedures used in the study.

The hypotheses of the study were (1) that there will
be a greater number of student teaching experiences reported
by cluster student teachers than by the conventional program
student teachers; (2) that of those experiences reported
a higher percentage will be reported as having been valu-
able by the cluster program student teachers than by the
conventional program student teachers; and (3) the cluster
program student teachers will recommend a greater number

of experiences for inclusion in future student teaching
programs than will the conventional program student teachers.

Sources of Data

The population of this study consisted of those
elementary education majors at Michigan State University
who had completed their elementary school student teaching
during the winter term of 1971 and were enrolled in spring
term courses. They were selected because: (1) their stu-
dent teaching experiences were recent and vivid in their
memories but sufficient time had elapsed for reflection;
(2) they were less emotionally involved than if they had
been surveyed while directly engaged in their student teach-
ing; (3) they were no longer under the supervision of a co-
operating teacher or a center director; (4) it was assumed
that they shared a common concern for the improvement of
student teaching; and (5) the number of cluster program
participants during the winter term provided for the first
time an adequate number of respondents to support a reliable
survey. Excluded from the population were those elementary
education majors who were student teaching for a second time
in their major special education field, those students who
were enrolled in the Elementary Intern Program, or those
who had completed their student teaching in a middle school
setting.

The names of those students elected to participate
in this study were obtained from the Winter Term, 1971,

Report of Student Teachers Placed.[1] Access to this report

was obtained from the Director of Student Teaching, Dr.

Henry W. Kennedy. This form listed the names of all those

students assigned to student teach in the winter term, the

center to which they were assigned, the public school build-

ing in which they taught, and the name of the cluster con-

sultant or cooperating teacher.

The examination resulted in the selection of 307

names of university students who met the criteria listed

in this chapter. This figure, 307, was the total number

of students eligible for the study and not a sampling.

Appendix A includes a summary of the Student Teaching Office

report on the number of cluster program participants selected,

the number of conventional program participants selected,

and the student teaching center in which they taught. Fig-

ure 1 provides the geographic locations of the centers in-

volved.

A student identification number for each of the 307

names was obtained from the Michigan State University Student

Directory. This information was then submitted to the Uni-

versity Data Processing Department along with a request for

the spring term addresses of each student. Official per-

mission was received from the University Office of the

Registrar for the release of the requested data from their

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[1]Winter Term, 1971, Report of Student Teachers Placed
(East Lansing: Michigan State University, 1971). (Mimeo-
graphed.)
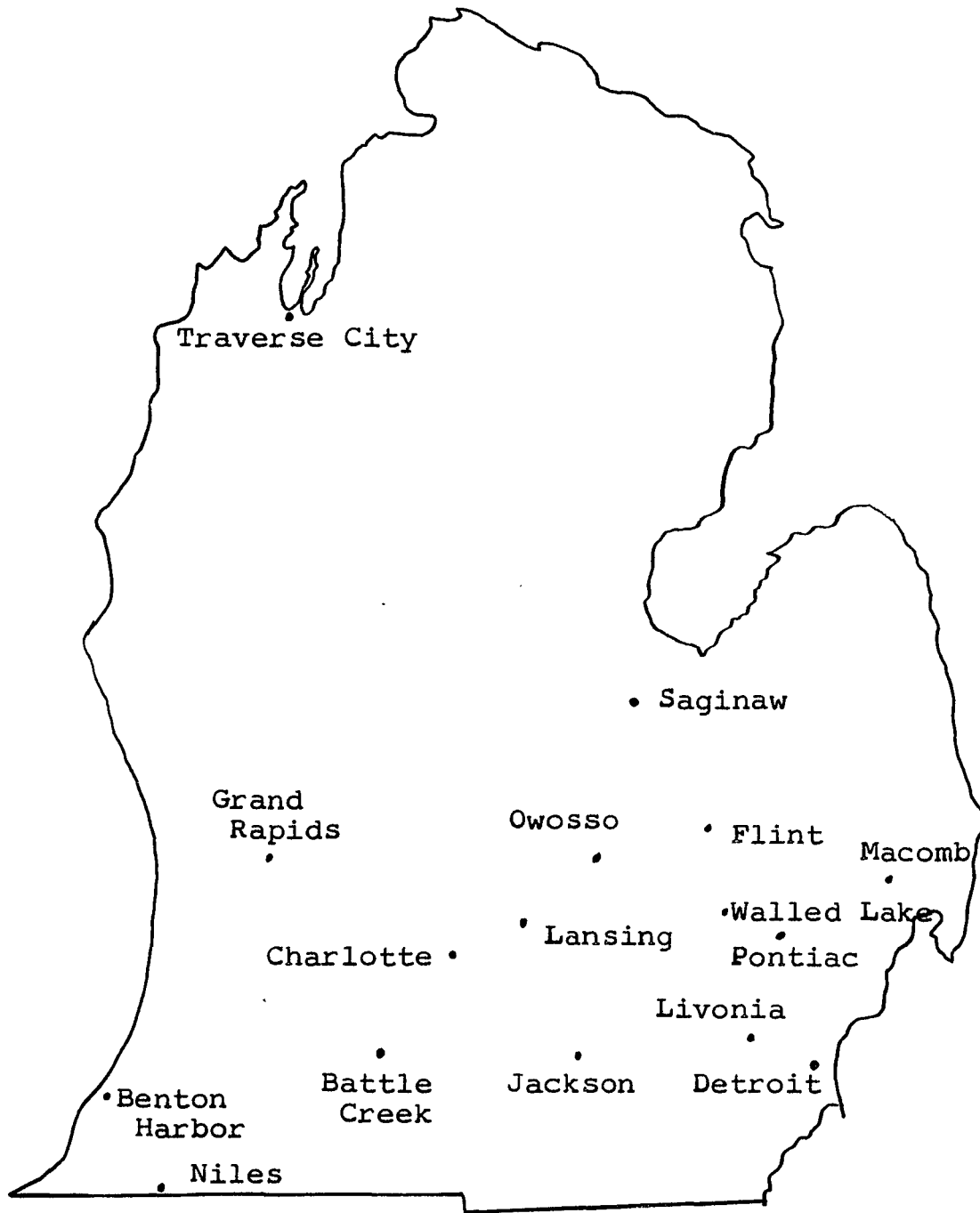
Figure 1. Geographic Locations of Michigan State University Student Teaching Centers

office. Appendix B contains a copy of the letter stating
that the University Research Committee approved the study
and authorized the release of the information.

The Data Processing Department produced 268 names
with spring term addresses from the original list of 307
names. Of the 268 processed forms, only 266 names printed
out complete addresses sufficient to use in the mail. N
equaled 266 at this pre-mailing stage of the study.

Design of Study

A questionnaire was designed from the literature
reviewed in Chapter II, from an instrument developed by Dr.
Irvin J. Shutsy, and from pretesting the questionnaire.

Dr. Shutsy, Director of Student Teaching at Cali-
fornia State College, California, Pennsylvania, developed
a questionnaire of selected teaching experiences by request-
ing all Directors of Student Teaching in Pennsylvania's
fourteen state colleges to send him a list of teaching ex-
periences their student teachers had obtained. Additional
experiences were obtained from publications. This compiled
list was then submitted to college personnel concerned with
student teaching for their critical analysis and evaluation.
Fourteen public school teachers, with one or two years of
experience, were also requested to examine the instrument.
The list was then submitted to the research committee of
the Board of Presidents of the State Colleges of Pennsylvania
for analysis and review. The questionnaire was then used

in a survey of student teachers and beginning teachers from
the fourteen state colleges in the state of Pennsylvania.[2]

Dr. Samuel J. Guello, while at Wisconsin State College, Superior, Wisconsin, used the instrument constructed
by Dr. Shutsy in a study of the student teaching experiences
of graduates from nine Wisconsin State Colleges.[3]

A pilot study of the questionnaire used in this study
was submitted to all Michigan State University center directors with elementary school clusters and conventional
programs in their centers. The reactions of their elementary school cluster consultants was also sought as pilot
forms were sent to them. They were requested to examine
the questionnaire for ambiguities, redundancy, and for student teaching experiences not included in the instrument.
The suggestions made by these qualified individuals were
included in the final questionnaire.

After printing, copies of the questionnaire, with
a letter of transmittal and a stamped, self addressed envelope, were mailed to each of the 266 students for whom
a mailing label had been obtained from the University Data

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[2]Irvin J. Shutsy, "An Evaluation by First-Year and
Second-Year Teachers of Their Student Teaching Experiences
as Provided by the Fourteen State Teachers Colleges of
Pennsylvania" (unpublished Ph.D. dissertation, University
of Pittsburgh, 1961).

[3]Samuel J. Guello, "An Evaluation of Ninety-seven
Student Teaching Experiences by First-year Teachers and
Supervising Teachers" (unpublished Ph.D. dissertation,
University of North Dakota, 1967).

Processing Department.

A copy of the questionnaire and the covering letter are included in Appendix C. The tabulated results from the total number of responses given to each of the selected student teaching experiences can be found in Appendix D.

Collection of Data

A total of 266 copies of the questionnaire were mailed to those Michigan State University students enrolled during the spring 1971 term and who had completed their student teaching in the winter term. Table 3.1 indicates the population distribution and the responses received.

TABLE 3.1. Summary of Population Distribution and Responses

Subjects	Number
1. Number of questionnaires distributed	266
2. Number of questionnaires non-deliverable	9
3. Number of questionnaires returned	188
4. Percentage of questionnaires returned	73
5. Number of questionnaires returned by cluster program student teachers	71
6. Number of questionnaires returned by conventional program student teachers	117

N (deliverable) = 257

Each return envelope, questionnaire, and the record copy of the Student Teaching Office Report of Student Teachers

Placed[4] were marked with a number. This number was clearly visible to the participants and was placed on the material if the necessity of a follow up letter was deemed necessary.

The questionnaire had a section requesting the respondent to indicate the student teaching center in which he had taught and if he had student taught in a cluster program. The replies were then checked against the Student Teaching Office report in order to verify the student as a cluster or conventional program participant.

Questionnaires were mailed to the addresses of 266 former student teachers as those addresses were reported at spring term, 1971, registration. Nine questionnaires were returned to the author as non-deliverable. N equaled 257 deliverable questionnaires after the mailing. The returns by the end of the second week after the initial mailing were 177 in number. To encourage further returns and thereby obtain as accurate results as possible, a follow-up mailing was made to those who had not returned the instrument by the end of two weeks. Eleven survey instruments were returned as a result of the follow-up. The total number of questionnaires returned and used in the study was 188 or a percentage of 73.

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[4]Winter Term, 1971, Report of Student Teachers Placed, op. cit.

Scoring and Validity of the Data

The study is a normative survey and exploratory in nature. The existing student teaching experiences offered within the two student teaching operations during the 1971 winter term was part of the purpose of the study.

Research Consultation Services of the College of Education were available to the writer and provided advice through the various stages of the study.

Each questionnaire returned was checked to determine if the respondent had been a member of a cluster or a conventional program. The instrument was then coded for IBM key punch processing and an employee was hired to transfer the data to the IBM cards. The analysis of the data was performed through the use of a computer.

The mean, a descriptive statistic of the study numbers in terms of the average score returned, was selected as an indicator of the difference between the number of experiences reported by the two study groups.

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

These statistical programs provided the needed information for testing the hypotheses and for making recommendations for educators in student teaching.

Summary

The preceding pages of Chapter III have described the procedures, methods, and sources of data used to investigate the experiences of cluster program and conventional program student teachers. One hundred experiences were selected from the literature, from previous studies, and from a pilot survey to form the basis and rationale of the questionnaire. The instrument was mailed to 266 Michigan State University students who were completing their course work after having student taught in the winter term, 1971. From this population, 259 deliverable questionnaires, a return of 73 per cent resulted.

The data from the returned instruments were then quantified and the t-test was conducted for each criterion at the .05 level of significance. Therefore, if the computed t-test value exceeded the value at the .05 level of significance, it indicated that the two groups were seemingly not in agreement as to their responses.

An analysis of the data collected will be described in the following chapter.

CHAPTER IV

ANALYSIS OF DATA

Introduction

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

1. There will be a greater number of student teaching ex-
   periences reported by cluster student teachers than by
   the conventional program student teachers.

2. Of those experiences reported by the respondents, a
   higher percentage will be reported as having been valu-
   able by the cluster program student teachers than by
   the conventional program student teachers.

3. The cluster program student teachers will recommend a
   greater number of experiences for inclusion in future
   student teaching programs than will the conventional
   program student teachers.

In order to test these hypotheses, one hundred stu-
dent teaching experiences were synthesized from the litera-
ture of teacher education and from previous studies. These
selected experiences were then incorporated in a question-
naire which was submitted to Michigan State University resi-
dent coordinators and consultants involved in both cluster

and conventional programs for a pilot study. The revised instrument was then mailed to 266 Michigan State University students who had completed their student teaching during the winter term, 1971. The data measured in this study are based upon the replies of 188 respondents who represent 73 per cent of the students surveyed.

Hypothesis One

According to Hypothesis I, there will be a greater number of student teaching experiences reported by cluster student teachers than by the conventional program student teachers. A t-test was used to test the difference between mean scores of the replies of the two groups.

In order to test this hypothesis, one hundred selected student teaching experiences were incorporated in the questionnaire. The respondents were requested to check in the appropriate column if they had experienced the teaching activity while student teaching. Appendix D contains the frequency of responses to each of the questionnaire items, the mean score recorded, and the t-test level. The cluster and conventional participants' replies are shown as separate entities in the appendix.

The data in Table 4.1 indicate that Hypothesis I is accepted. Using the mean as one indicator of the difference between the number of experiences reported by the two study groups, a mean of 64.535 was computed for the cluster

respondents. The mean of the conventional program student teachers was 47.478. The difference between the mean scores for the two groups was then subjected to a t-test. The significance of difference between the cluster and conventional program replies was 11.549. Requiring the level of significance at the .01 level, Hypothesis I can be accepted on the data acquired. Thus, it can be concluded that there is a significant difference at the accepted confidence level between the total scores of the two groups. The cluster program respondents indicated they participated in a significantly higher number of the selected student teaching experiences than did the conventional program respondents.

TABLE 4.1. Scores of Cluster and Conventional Program Groups Related to Selected Student Teaching Activities Experienced

Subject	N	f	$\bar{x}$	t-value
Cluster Program	71	4,582	64.535	
Conventional Program	117	5,555	47.478	
				11.549*

*Significant at .01 level.
 Degrees of freedom: 186.00.

Hypothesis Two

Hypothesis II states that of those selected student teaching experiences reported by the respondents, a higher percentage will be reported as having been valuable by the

cluster program student teachers than by the conventional program student teachers.

This hypothesis is concerned with obtaining data from the respondents as to the value they associated with the selected student teaching experience. It was necessary for the respondents to have participated in the experience in order to complete this section of the questionnaire.

The data in Table 4.2 indicate that <u>Hypothesis II</u> is accepted. The difference between the mean scores of the two groups of student teachers is 59.633 and 41.111. This difference is statistically significant when subjected to a t-test at the .01 level with 186 degrees of freedom.

TABLE 4.2. Scores of Cluster and Conventional Program Groups Related to the Value they Associated with the Selected Student Teaching Experience

Subject	N	f	$\bar{x}$	t-value
Cluster Program	71	4,234	59.633	
Conventional Program	117	4,810	41.111	
				9.623*

*Significant at .01 level.
 Degrees of freedom: 186.00.

One can conclude from the quantitative data measured in this study that the cluster program student teachers rate their selected student teaching experiences as significantly more valuable than do the conventional program participants.

Hypothesis Three

According to Hypothesis III, the cluster program student teachers will recommend a greater number of the selected student teaching experiences for inclusion in future student teaching programs than will the conventional program student teachers.

The respondents, 188 elementary education majors who student taught during the winter term, 1971, were requested to indicate if they would recommend the selected student teaching experiences measured in this study be included in future student teaching programs. It was not necessary for the respondents to have experienced the teaching activity as a student teacher in order to recommend its inclusion in a program.

The data in Table 4.3 indicate that Hypothesis III is accepted at the .02 level of significance when the t-test is applied. The mean score of the cluster respondents on this hypothesis is 66.971 and that of the conventional program participants is 59.478. The significance level as determined by the t-test is 2.433. From an analysis of Table 4.3 it can be concluded that there is a significant difference at the accepted confidence level between the total scores of the cluster and conventional program groups. Cluster program student teachers do recommend a greater number of selected teaching experiences for inclusion in

future programs than do the conventional program student teachers.

TABLE 4.3. Scores of Cluster and Conventional Program Groups Related to the Selected Student Teaching Experience they would Recommend to be Included in a Student Teaching Program

Subject	N	f	$\bar{x}$	t-value
Cluster Program	71	4,755	66.971	
Conventional Program	117	6,959	59.478	
				2.433*

*Significant at .02 level.
 Degrees of freedom: 186.00.

Additional Comparative Analysis

Following the testing of the hypotheses, the quantitative data from the questionnaire results were applied to each selected student teaching experience measured in the study.

The results of this examination indicate that each of the selected student teaching experiences received some degree of participation by the respondents. The relative frequency with which the experiences were encountered range from a high of 100 per cent to a low of 00.8 per cent. The two experiences reported at the extremes were: an opportunity to develop their own daily lesson plans which the entire group of seventy-one cluster respondents reported experiencing to the experience of joining a professional

teacher organization which was reported by only one of the 117 conventional program respondents.

The respondents in both study groups were to indicate whether they evaluated the selected student teaching experience encountered as a valuable experience. The replies of the two groups ranged from a high of 98.5 per cent to a low of 00.8 per cent. Item 71 from the list of selected student teaching experiences, handling discipline problems of the class without the supervising teacher, was reported by the largest per cent of the cluster respondents as the selected experience having the most value to them. The lowest per cent, 00.8, was the value attributed to joining a professional organization.

The third category measured in this additional study was the selected student teaching experience both the cluster and conventional program respondents recommended to be included in future student teaching programs. The replies ranged from a high of 98.5 per cent to a low of 12.6 per cent. The cluster respondents rated item 71, handling discipline problems without the supervising teacher, most frequently as the experience they would recommend to be included in future student teacher programs. It is worthy of note that the cluster respondents also rated this item, as stated in the previous paragraph, as one of the experiences most frequently reported as valuable. The cluster respondents reported the experience of joining a professional teacher

organization as the selected teaching experience they would least recommend to be included in future student teaching programs。 It is interesting to note that this experience, joining a professional organization, received the lowest mean score in each of the three categories。

A composite tabulation is reported in Appendix D。 The critical value with 186 degrees of freedom at the .05 level of significance was 1.97 in the tabulations。 This indicates that the data were significant。

Appendix E provides information as to the ten most frequently and the ten least frequently reported experiences in the three categories of the study: experiences, found valuable, and recommended for inclusion in future student teaching programs。 With further study and analysis, this material may provide guidelines for teacher educators to evaluate specific selected student teaching experiences in terms of student teacher reactions。

Another indirect application of this study is the possible relationship between the selected student teaching experiences reported by the respondents and the various tasks, responsibilities, skills, or functions associated with teaching。

Teaching is a complex and multifaceted act。 It is not the purpose of this study to make precise distinctions between the various competencies involved in teaching。 Furthermore, the study does not infer that in the assessment

of teaching or student teaching one area of teaching concern
or function is of more value than another area or function.

The intent of this phase of the analysis is to ex-
plore the possibility that one of the two study groups, the
cluster or conventional program participants, engaged in
more of the variables of teaching than did the other program
participants.

Five broad classifications were developed after con-
sulting with public school teachers, teacher educators, and
research specialists. In addition, the objectives developed
by the College of Education at Michigan State University
for the student teaching program, the study of Dr. Samuel J.
Guello,[1] the study of Dr. Irvin J. Shutsy,[2] and the model
proposed by the Council of State College Presidents of Mich-
igan[3] were reviewed and considered in the decision. The
five divisions selected were:

1. The classroom work itself

2. The skills teachers use in preparing for the class

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[1]Samuel J. Guello, "An Evaluation of Ninety-seven
Student Teaching Experiences by First-year Teachers and
Supervising Teachers" (unpublished Ph.D. dissertation,
University of North Dakota, 1967).

[2]Irvin J. Shutsy, "An Evaluation by First-Year and
Second-Year Teachers of Their Student Teaching Experiences
as Provided by the Fourteen State Teachers Colleges of
Pennsylvania" (unpublished Ph.D. dissertation, University
of Pittsburgh, 1961).

[3]Student Teaching Office, "Student Teaching Year
End Report, 1967-68," East Lansing, 1968. (Mimeographed.)

3. Those school related experiences outside of the class-
   room

4. Those community related activities of teachers

5. The teaching experiences related to professional prob-
   lems or actions.

The arbitrary divisions, as shown in **Appendix D**, classify the one hundred selected student teaching experiences into one or more of the five categories described above. The mean scores were then examined to determine if the cluster or the conventional program respondents had participated in more of any certain kind or type of student teaching experience.

This exploratory examination, based on the arbitrary classification, indicates that the cluster program student teachers responding in this study reported a higher mean score in all of the five classifications. The highest means were reported in categories (1) classroom work itself; (2) the skills teachers use in preparing for the class; and (5) the teaching experiences related to professional problems or actions.

Summary of the Findings

Chapter IV presented the analysis and findings from the data collected from 188 elementary education majors who were enrolled in the spring term at Michigan State University completing their degree requirements. Each had student taught during the winter term, 1971, in either a cluster or

conventional program of student teaching in a public school cooperating with Michigan State University.

Three hypotheses were statistically analyzed and the findings can be summarized as follows:

Hypothesis I

Hypothesis I: Accepted at the .01 level of significance.

Finding:

a. Cluster program student teachers reported having experienced more of the selected student teaching experiences than did the conventional program participants.

Hypothesis II

Hypothesis II: Accepted at the .01 level of significance.

Finding:

a. Of those experiences reported by the respondents, more were reported as valuable by the cluster program student teachers than by the conventional program student teachers.

Hypothesis III

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

Finding:

a. Cluster program participants recommended that

more of the selected student teaching experiences
be included in future student teaching programs
than did the conventional program participants.

Additional dimensions were added to the study by
ascertaining if there were differences in the replies of
the two groups to each of the selected student teaching ex-
periences; in developing a list of the most frequently re-
ported and least frequently reported replies in each of the
three categories of the study; and in comparing the number
of experiences reported by the two groups under a task,
style, function, or type of teaching classification.

Chapter V presents a summary of this study along
with the report of the conclusions. Recommendations are
made for further study and for the implementation of the
results of the data revealed in this study.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The hypotheses tested in this study were as follows:

1. There will be a greater number of student teaching experiences reported by cluster student teachers than by the conventional program student teachers.

2. Of those experiences reported by the respondents, a higher percentage will be reported as having been valuable by the cluster program student teachers than by the conventional program student teachers.

3. The cluster program student teachers will recommend a greater number of experiences for inclusion in future student teaching programs than will the conventional program student teachers.

The purposes of this study were to examine the cluster program of student teaching at Michigan State University and the conventional program of student teaching at Michigan State University to ascertain if any differences exist among the number of experiences, the value reported on the experiences encountered, and the types of experiences the respondents would recommend for inclusion in future student teaching programs.

Underlying the study were the following assumptions:

1. That an adequate student teaching experience is more likely to result when a more individualized program is developed.

2. That student teachers benefit from participating in selected experiences with a number of cooperating teachers.

3. That supervised, planned, and guided contact with a variety of activities in the school and community benefit the prospective teacher.

4. That basic responsibility for the administration of quality student teaching programs rests with institutions of higher education, public school administrators, and classroom teachers.

5. That student teachers who responded had established, and could relate, the experiences they considered valuable.

6. That the experiences considered valuable by the participants in this study will apply to other programs where student teaching is involved.

7. That student teachers have convictions as to the type and quality of experiences they want from student teaching.

8. That administrators of student teaching programs have a responsibility to improve the quality of the teacher education program.

9. That student teaching is an important aspect of the preparation of teachers.

The normative survey and evaluative method of research were used in the study. To obtain the factual data needed for making recommendations and to test the hypotheses, a questionnaire was developed and sent to those students who had completed their student teaching in the winter term and who had returned to campus to complete their university requirements. Instruments were mailed to those elementary education majors with current spring term addresses on file with the University. A return of 73 per cent was received from 257 deliverable mailings representing 188 respondents. The analysis of the data was performed through the use of a computer. A t-test was conducted for each of the hypotheses at the .05 level of significance.

Further dimensions to the study were added by comparing the data on each of the selected student teaching experiences reported by the two groups as well as exploring comparisons as to the types of experiences the student teachers reported having encountered.

Summary of the Conclusions

The research study included three hypotheses related to selected student teaching experiences offered to Michigan State University elementary education majors.

Hypothesis I was measured by a t-test which yielded

a ratio of 11.549, significant at the .01 level. The cluster program of student teaching did provide significantly more of the selected student teaching experiences than did the conventional program of student teaching.

The cluster program at Michigan State University was developed to provide student teachers those teacher-learner experiences proposed in the model endorsed by the Council of State College Presidents of Michigan. Experiences sought were:

1. A highly individualized and flexible student teaching experience.
2. Contact with several different teachers in the school building instead of just one as under the traditional program.
3. Contact with a variety of activities in the school and community in addition to classroom teaching.
4. A close relationship between the student teaching programs and the public school building staff, thus involving the professional more directly in teacher education.[1]

The findings would seem to indicate that the cluster type of student teaching program does tend to break the strong adherence to the practice of the past in student teaching. The student teachers of the cluster program reported experiencing significant differences in the number and types of student teaching experiences. Fifty-seven per cent of the cluster program participants reported teaching under two supervising teachers; only nine per cent of the conventional program respondents reported a similar

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[1]Student Teaching Office, "Student Teaching Year End Report, 1967-68," East Lansing, 1968. (Mimeographed.)

opportunity. Three per cent of the conventional program respondents student taught under more than two supervising teachers while 45 per cent of the cluster program participants had such an experience. Sixty-nine per cent of the cluster respondents indicated they had observed, while student teaching, a minimum of five or six different classroom teachers. The conventional program participants reported that only 22 per cent of their group had an opportunity to make contact, by observing, with a similar number of teachers.

The cluster participants, with a comparison of 74 per cent to 26 per cent, stipulated through item 46 that they taught classes on two different grade levels. In addition, the data in item 62 indicate that 64 per cent of the cluster respondents "Assumed the responsibility for the partial teaching program of two supervising teachers," whereas only eight per cent of the conventional program respondents so reported.

The arbitrary division of student teaching experiences described on page 60 of this study classified sixty-seven of those experiences as category one or two. These functions listed in Appendix D were considered to be directly associated with the classroom teaching process. In forty-six of the sixty-seven experiences, the student teachers in the cluster program reported that they had encountered the experience. The t-test indicated that this was significant statistically at the .05 level.

By comparing the mean scores reported in items 42 through 45 and 93 through 98, it is evident the cluster program participants had a greater opportunity to observe other teachers as well as to use various techniques to evaluate themselves as prospective teachers. The data indicate that these experiences ranged from a high of 90 per cent on item 93, to a low of 16 per cent on item 98. These same experiences for the conventional program student teachers resulted in responses ranging from 79 per cent to six per cent on item 93 and 96 respectively.

Items 27, 30, 67, 68, 76, 81, 97, 98, and 100 were related to "A variety of activities in the school and community in addition to classroom teaching." Classified as either three, four, or five under the arbitrary numerical division assigned to experiences, the differences between the means of only items 67, 81, and 97 were significant at the .05 level.

The second hypothesis, measured by a t-test which resulted in a t-value of 9.623, was proven significant at the .01 level.

An examination of <u>Appendix E</u> will disclose that the cluster program student teachers rated as most valuable six selected student teaching experiences that were not so rated by the conventional program student teachers. The conventional program student teachers reported three items as most valuable that the cluster people did not include in the ten

most valuable experiences they encountered.

Experiences such as item 69, "Preparing stencils or dittos for supervising teacher," item 21, "Assuming total responsibility for opening activities of classroom," item 26, "Planning and installing a bulletin board," and item 56, "Assuming playground, hall patrol, or lunch room duty for the entire term," are examples of experiences where significant differences were not reported by the two groups.

Those experiences described in items 40, 46, 49, 50, and 51 are directly associated with a variety of teaching experiences and under a variety of classroom teachers. The differences between the means of the experiences mentioned were significant at the .05 level as reported by the two groups of respondents.

The findings were that the cluster respondents reported more of the selected student teaching experiences as being valuable than did the conventional program respondents.

Hypothesis III, examined by application of the t-test to the data obtained, resulted in a t-test value of 2.433 which was accepted with a significance level of .02. This hypothesis permitted both groups of respondents an opportunity to recommend which of the selected student teaching experiences they would include in future programs of student teaching.

After examining the accumulated lists of the ten most frequently recommended experiences to be included in

future programs, it would appear that the two groups were
in common agreement on two-thirds of their recommendations.

The two experiences reported least frequently for
inclusion in future programs, "Joining a professional organi-
zation," and "Assuming playground, hall patrol, or lunch
room duty for the entire term," were reported by both groups
as either the first or second item. It is also interesting
to note in Appendix E that the cluster respondents listed
as one of the ten least frequently recommended items that
of "Teaching under only one supervising teacher for the
term." The replies of the conventional respondents indi-
cated that they listed "Teaching under more than two super-
vising teachers during the term," as an experience they
would not recommend for inclusion in future programs.

The respondents appeared to have made a marked dis-
tinction between professional organization and the profes-
sional actions associated with the school programs and staff.
Items 83 and 84 in Appendix D, "Attending professional or-
ganization meetings," and "Joining a professional organiza-
tion," were among the least frequently recommended experi-
ences by both the cluster and conventional participants.
At the same time, professional actions associated with
fellow teachers such as building meetings, in-service meet-
ings, orientation programs with building principals, and
meetings with the special services representatives, received
ratings from a high of 73 per cent to a low of 53 per cent

in items 79 and 82 respectively.

Items 40, 46, 50, and 51, associated with types of teaching experiences and the number of teachers a student teacher should work with, were reported significant at the .05 level.

Recommendations

The study of the data revealed herein suggests some recommendations and need for research in the field of student teaching and in the specific programs measured in this exploratory examination. They are:

1. It is recommended that similar data on secondary education majors who student teach in both the cluster and conventional programs be obtained and then compared with the results of this study.

2. It is recommended that additional investigations be conducted to determine if there are any connections between the replies of the cluster program student teachers and their level of satisfaction with their instructional program as student teachers.

3. The assertion that the group subculture influences individual attitudes and actions warrants evaluation of the cluster program of student teaching by sociologists and educators.

4. The cluster program of student teaching should be evaluated on how it affects the probability that capable people enter and remain in the teaching profession.

5. To generate further comparisons and research data, graduates of both the cluster and conventional programs of student teaching should be re-examined after their first two years of teaching to ascertain if they felt their student teaching experiences were as valuable as they reported them to be in this study.

6. Research should be conducted to determine if the cluster program of student teaching does change the value orientation of prospective teachers toward students, peers, the teaching profession, or themselves.

7. It is recommended that a study be conducted to determine if the graduates of the cluster program of student teaching are more inclined to seek involvement in various types of teaching programs, styles, or classroom functions such as individualized prescribed instruction, differentiated staffing, team teaching, continuous progress, multi-age classrooms, open classrooms, independent study programs, or other approaches to teaching, than do the graduates of the conventional program of student teaching.

8. It would appear most imperative that a comprehensive and in depth study, in conjunction with local public school officials and representatives of the professional organizations, be made of the graduates of the cluster program of student teaching to assess their success as teachers in the classroom.

9. With the constant changes in school and society,

the purposes, functions, objectives, and expectations of both student teachers and public school people involved in student teaching must be constantly evaluated and considered as changes are introduced into the teacher education programs.

10. There should be efforts to study the roles and role relationships among the University Coordinators, the Clinical Consultants, and the Cooperating Teachers in order to better develop the roles of each, to better understand their responsibilities, and to constantly evaluate the cluster program.

11. The development of achievement or performance objectives for cluster program student teachers should be given immediate and most serious attention. A nucleus of experiences common to most student teachers may well be the result of this study.

12. The University Coordinators, the Clinical Consultants, and the Cooperating Teachers should examine ways and means to involve cluster programs student teachers in more school-community activities.

13. The rejection of certain selected student teaching experiences by those student teachers surveyed in this study should serve as a catalyst for the individuals involved to evaluate carefully those experiences before they are continued or discontinued.

14. It is suggested by the results of this study that professional organizations may need to consider what

they can do to involve student teachers in their local or-
ganizations while they are student teaching.

15. It is proposed that a study be conducted to
determine if certain schools operating under the cluster
program of student teaching can be selected, based on their
educational philosophy, teaching methods, school-community
environment, and student teachers assigned to that school
which most nearly represent or offer the type of teacher-
learner experiences that the student teacher may desire to
be associated with in the future.

16. Investigations should be made to include in
the traditional program those aspects of the cluster program
that the respondents felt provided more valuable experiences
until it is possible to provide the cluster experience to
all student teachers.

17. The relationships between the various pre-
student teaching experiences or classroom involvement con-
ducted in the courses on campus and the cluster program of
student teaching should be studied and examined by the fac-
ulty members involved.

18. Administrators and teachers in the public schools
should be involved in an evaluation of the cluster program
in order to obtain their assessment of its operation, ef-
fectiveness, and provedures.

19. A study should be made in conjunction with the
University Placement Office to determine if prospective
employers view the cluster program student teacher as a

more desirable candidate than those student teachers who had their field experience under the conventional program.

20. More valid instruments to measure effective teaching and teacher-learner experiences are needed in the field of teacher education and warrant extensive research.

21. The University should carefully examine those school systems now involved in its student teaching programs to determine if they can and will provide those varied student teaching experiences that the respondents reported as being most valuable and the experiences they would recommend be included in future programs. An analysis, center by center, school system by school system, is possible by using the questionnaire developed in this study and the results would enable the University to determine if their students are receiving the type of experiences they need and want.

22. The University, the public schools, and the teaching profession should jointly take into account the changing strategies involved in the cluster type of student teaching program and institute a continuing education program that takes into consideration the pre-service, in-service, and graduate programs of education of the teachers involved and develop an interrelated and interacting program of education for such individuals.

23. The College of Education should be encouraged to develop a model program, based on the present cluster program of student teaching, that will move toward an

individualized progression of clinical student teaching achievement-based experiences that may evolve into a full year of student teaching.

This study underlines the expanding implications of the cluster program for teacher education at Michigan State University, other universities across the nation, and the public schools. Included in the framework of the program is a basis for student teachers to become students of teaching, to develop their unique style of teaching, and to evaluate their teacher behavior by using the newer tools of education.

The cluster program can be adapted to any school-community situation. The age and achievement level of the students, the subject matter, the types of teaching styles, and the number of students involved do not affect the value of the learning process.

It is readily apparent that the cluster program should be instituted as rapidly as finances permit.

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APPENDIX A

LIST OF MICHIGAN STATE UNIVERSITY STUDENT TEACHING CENTERS
IN WHICH WINTER TERM, 1971, ELEMENTARY EDUCATION
MAJORS WERE ASSIGNED TO STUDENT TEACHING AND THE
NUMBER OF UNIVERSITY STUDENTS INVOLVED BY
CLUSTER AND CONVENTIONAL PROGRAM STATUS

APPENDIX A:

CENTERS WHERE STUDENT TEACHERS WERE ASSIGNED AND NUMBER OF UNIVERSITY STUDENTS IN ELEMENTARY EDUCATION CLUSTER OR CONVENTIONAL PROGRAMS

Center	Cluster Student Teachers	Conventional Student Teachers
Battle Creek	6	11
Benton Harbor	8	2
Charlotte		3
Detroit		52
Flint		23
Grand Rapids	16	2
Jackson	11	
Lansing		36
Livonia		23
Macomb		17
Niles	20	
Owosso		5
Pontiac	28	
Saginaw	4	16
Traverse City		9
Walled Lake	10	5
	103	204

Total Numbers of Student Teachers Involved
in Initial Student Teaching Office Report   307

APPENDIX B

**APPROVAL FROM OFFICE OF THE REGISTRAR
TO RELEASE DATA FOR STUDY**

MICHIGAN STATE UNIVERSITY, East Lansing, Michigan 48823

Office of the Registrar • Administration Building

Date: April 13, 1971

To: Frank Martin, Director
        Data Processing Department

From: James V. Stoneman
        Office of the Registrar

The following data may be released from the files of the
Office of the Registrar:

For: Charles L. Jackson, Director
        Teacher Education Center
        MSU Regional Center, Oakland University
        Rochester, Michigan 48063

Data: Labels showing Spring 1971 local addresses of MSU
        Elementary Education majors who student taught dur-
        ing the Winter of 1971.

        (See attached letter dated March 31, 1971 signed by
        C. Jackson.)

Purpose: Special project follow-up.

        This study has been approved by the University
        Research Committee.

        Details of the project, the timing of its completion,
and the distribution of the final data should be arranged
directly with the persons originating the request.

                    For Data Proc. Dept. Use:
                        Date Received_____
                        Project Code_____
                        Account Number_____

APPENDIX C

QUESTIONNAIRE AND COVER LETTER SENT TO ELEMENTARY
EDUCATION MAJORS WHO STUDENT TAUGHT
IN WINTER TERM, 1971

MICHIGAN STATE UNIVERSITY
Pontiac Area Teacher Education Center
Post Office Box 510
Rochester, Michigan 48063

Dear Colleague:

     In connection with my program in the College of
Education, I am researching how Cluster and Non-cluster
student teachers evaluate their elementary school student
teaching after they have completed that experience.

     The population for this survey is drawn from those
elementary education majors who taught during the winter
term of 1971. This information is being collected for re-
search purposes only; therefore, no information identifying
any individual will be published.

     I know how busy you are upon your return to campus
and appreciate the less than thirty minutes it will take
you to complete the check list. The value of any program,
however, must be measured by and through the consumer--YOU.
The accuracy of your answers and the worth of the findings
to future student teachers at Michigan State are, in part,
dependent upon your willingness to participate.

     Enclosed is a postage paid return envelope. While
you have the material at hand and before the mid-term rush,
please complete and return the form.

     Again, many thanks for your cooperation and best
wishes for a successful career in education.

                        Sincerely yours,

                        Charles L. Jackson,
                        Director, Pontiac Area

Encl: Check list
       Return envelope

EVALUATION OF STUDENT TEACHING EXPERIENCES

INFORMATION:

    1. At what Michigan State University Student Teaching
       Center did you do your student teaching?

       _____

    2. Did you student teach in a Cluster Program?
       Yes_____   No_____

INSTRUCTIONS:

    The checklist emphasizes specific student teaching ex-
    periences.

    1. Indicate which of the following experiences you had
       as a student teacher by placing an "X" in the proper
       column; otherwise leave blank.
    2. Indicate if you evaluated the experience as being
       "valuable" by placing an "X" in the proper column;
       otherwise leave blank.
    3. Indicate which of these teaching experiences you
       would include as a part of future student teaching
       programs by placing an "X" in the proper column.
       Please rate ALL of these experiences in this column
       whether you had them or not.

REMEMBER: CHECK IF	Experienced	Valuable	Include in Student Teaching
1. Developing own daily lesson plans.			
2. Organizing and teaching a unit of instruction.			
3. Selecting content material of a subject taught.			
4. Making assignments for classroom material taught.			
5. Preparing and administering drills in subject matter taught.			
6. Developing material to enrich lesson you taught.			
7. Including in plans an introduction or set that had as its purpose motivating the students.			

REMEMBER: CHECK IF . . . .

Experienced | Valuable | Include in Student Teaching

	Experienced	Valuable	Include in Student Teaching
8. Introducing innovative materials not included in building curriculum into a unit you taught.			
9. Giving classroom assessment tests for assigning students to another level, group, or class.			
10. Developing in your lesson plans material for remedial pupils.			
11. Including in lesson plans specific techniques to control behavior problems.			
12. Planning instruction through student teacher-pupil involvement.			
13. Developing and using behavioral objectives in plans.			
14. Using special testing material to diagnose pupil needs.			
15. Using a simulated learning game as a teaching tool.			
16. Teaching a unit prepared by others.			
17. Using someone from the community as a resource person in the classroom.			
18. Developing a file of activities, pictures, lesson plans or materials.			
19. Previewing audio-visual material before using in class.			
20. Developing units structured around pupil creativity.			
21. Assuming total responsibility for opening activities of classroom.			
22. Preparing and presenting, with pupil involvement, total school activities program.			
23. Including in your lesson plans specific change of pace techniques.			
24. Reteaching a lesson after your self-evaluation indicated a need.			
25. Developing own teaching aids for a class presentation.			
26. Planning and installing a bulletin board.			
27. Organizing and conducting field trips.			
28. Analyzing your techniques of questioning.			
29. Including provisions for individual differences in lesson plans.			
30. Tutoring a student after school in a community program.			

REMEMBER: CHECK IF . . . .

Experienced   Valuable   Include in Stu-dent Teaching

	Experienced	Valuable	Include in Student Teaching
31. Constructing and administering tests over material you taught.			
32. Determining grades for report cards without supervising teacher's directions.			
33. Assisting in determining grades for report cards.			
34. Maintaining pupil progress records of tests and grades.			
35. Learning about and maintaining class attendance procedures.			
36. Working with commercial testing material in class.			
37. Writing in cumulative records of pupils.			
38. Reading the cumulative records of pupils.			
39. Teaching under only one supervising teacher for the term.			
40. Teaching under two supervising teachers during the term.			
41. Teaching under more than two supervising teachers during the term.			
42. Observing, while student teaching, 1-2 different teachers.			
43. Observing, while student teaching, 3-4 different teachers.			
44. Observing, while student teaching, 5-6 different teachers.			
45. Observing, while student teaching, 7 or more teachers.			
46. Teaching classes on at least two different grade levels.			
47. Teaching classes on at least three or more grade levels.			
48. Teaching as a member of a team teaching unit if school had such a team.			
49. Teaching on an individualized (one to one) basis.			
50. Teaching on a small group (two to ten or less) basis.			
51. Teaching on a large group (more than one class) basis.			
52. Teaching, separate from rest of class, remedial pupils.			

REMEMBER: CHECK IF . . . .

	Experienced	Valuable	Include in Student Teaching
53. Teaching, separate from rest of class, advanced pupils.			
54. Teaching heterogeneous groups.			
55. Teaching homogeneous groups.			
56. Assuming playground, hall patrol, or lunch room duty for entire term.			
57. Assuming playground, hall patrol, or lunch room duty only when assigned by school.			
58. Teaching a multi-age class.			
59. Supervising directed study in classroom.			
60. Assuming responsibility for the teaching program of at least one subject for a period of three weeks or more.			
61. Assuming responsibility for the total teaching program of supervisor for four or more weeks.			
62. Assuming responsibility for partial teaching program of two supervising teachers.			
63. Substituting for your supervising teacher when she was ill.			
64. Substituting for your supervising teacher when she was participating in an in-service project.			
65. Substituting for a teacher other than your supervising teacher in case of illness.			
66. Substituting for a teacher other than your supervising teacher when she was participating in an in-service project.			
67. Participating in after school curricular activities.			
68. Participating in community activities while student teaching.			
69. Preparing stencils or dittos for supervising teacher.			
70. Preparing stencils or dittos for own lesson plans.			
71. Handling discipline problems of class without supervising teacher.			
72. Having conferences with students in relation to classroom matters.			
73. Counseling individual pupils at their initiation.			

REMEMBER: CHECK IF o o o o o o o o o

Experienced

Valuable

Include in Student Teaching

74. Discussing pupils with school counselor or principal.
75. Making a case study of a pupil.
76. Visiting the homes of pupils.
77. Joining in conferences with school principal when one of your students was involved.
78. Having an orientation meeting with the principal.
79. Attending building faculty meetings when held.
80. Contributing in discussions at building faculty meetings.
81. Participating in parent-teacher conferences.
82. Attending building or district in-service meetings.
83. Attending professional organization meetings.
84. Joining a professional organization.
85. Attending Parent Teacher Association, or other parent group, meeting.
86. Meeting with representatives of special services of school to discuss their role.
87. Examining courses of study.
88. Participating in the development of curriculum for the school.
89. Using the school library as a part of a lesson plan.
90. Using the school library for your resource material.
91. Using a film projector in a unit you taught.
92. Using a tape recorder in a unit you taught.
93. Evaluating your goals as a student teacher.
94. Using tape recorder for self-evaluation.
95. Using micro-teaching during student teaching.
96. Evaluating yourself on video tape while student teaching.
97. Observing non-public schools while student teaching.
98. Observing in secondary schools of district.
99. Feeling you were welcome in the school as a student teacher.
100. Visiting Board of Education meetings.

THANK YOU FOR YOUR COOPERATION

APPENDIX D

SCORES OF CLUSTER AND CONVENTIONAL PROGRAM
GROUPS RELATED TO SELECTED
STUDENT TEACHING EXPERIENCES

APPENDIX D--SCORES OF CLUSTER AND CONVENTIONAL PROGRAM GROUPS RELATED TO SELECTED STUDENT TEACHING EXPERIENCES

Teaching Experiences	Experienced the Selected Activity			Reported the Experience as Valuable			Recommended the Experience		
	Cluster	Conv'l.	tv	Cluster	Conv'l.	tv	Cluster	Conv'l.	tv
	f %	f %		f %	f %		f %	f %	
1. Developing own daily lesson plans (2)#	71 100	116 99.0		69 97.1	105 89.7	*	66 92.9	104 88.8	
2. Organizing and teaching a unit of instruction (2)	70 98.5	106 90.5	*	66 92.9	100 85.4		66 92.9	105 89.7	
3. Selecting content material of a subject taught (2)	62 87.3	86 73.5	*	58 81.6	83 70.9		64 90.1	103 88.0	
4. Making assignments for classroom material taught (1)	65 91.5	98 83.7		64 90.1	86 73.5	*	61 85.9	97 82.9	
5. Preparing and administering drills in subject matter taught (1,2)	67 94.3	100 85.4		64 90.1	80 68.3	*	60 84.5	81 69.2	*

tv: t-test value.

#(1) = The classroom work itself
 (2) = The skills teachers use in preparing for the class
 (3) = Those school related experiences outside of the classroom
 (4) = Those community related activities of teachers
 (5) = The teaching experiences related to professional problems or actions

*Significant at the .05 level.

Teaching Experiences	Experienced the Selected Activity						Reported the Experience as Valuable						Recommended the Experience					
	Cluster		Conv'l.		tv		Cluster		Conv'l.		tv		Cluster		Conv'l.		tv	
	f	%	f	%			f	%	f	%			f	%	f	%		
6. Developing material to enrich lesson you taught (2)	66	92.9	91	77.7	*		62	87.3	88	75.2	*		65	91.5	102	87.1		
7. Including in plans an introduction or set that had as its purpose motivating the students (1,2)	66	92.9	90	76.9	*		63	88.7	84	71.7	*		62	87.3	101	86.3		
8. Introducing innovative materials not included in building curriculum into a unit you taught (1,2)	58	81.6	64	54.7	*		58	81.6	61	52.1	*		61	85.9	95	81.1		
9. Giving classroom assessment tests for assigning students to another level, group, or class (1,2)	25	35.2	23	19.6	*		25	35.2	18	15.3	*		49	69.0	79	67.5		
10. Developing in your lesson plans material for remedial pupils (2)	57	80.2	71	60.6	*		54	76.0	65	55.5	*		60	84.5	104	88.8		
11. Including in lesson plans specific techniques to control behavior problems (1,2)	47	66.1	52	44.4	*		44	61.9	47	40.1	*		54	76.0	83	70.9		

Teaching Experiences	Experienced the Selected Activity			Reported the Experience as Valuable			Recommended the Experience		
	Cluster	Conv'l.	tv	Cluster	Conv'l.	tv	Cluster	Conv'l.	tv
	f %	f %		f %	f %		f %	f %	
12. Planning instruction through student teacher-pupil involvement (1,2)	48 67.6	53 45.2	*	46 64.7	49 41.8	*	62 87.3	98 83.7	
13. Developing and using behavioral objectives in plans (1,2)	54 76.0	73 62.3	*	44 61.9	47 40.1	*	46 64.7	64 54.7	
14. Using special testing material to diagnose pupil needs (1)	26 36.6	31 26.4		23 32.3	26 22.2		48 67.6	76 64.9	
15. Using a simulated learning game as a teaching tool (1)	43 60.5	49 41.8	*	42 59.1	44 37.6	*	53 74.6	85 72.6	
16. Teaching a unit prepared by others (1,5)	46 64.7	43 36.7	*	31 43.6	24 20.5	*	37 52.1	44 37.6	*
17. Using someone from the community as a resource person in the classroom (1,2)	38 53.5	22 18.8	*	35 49.2	20 17.0	*	49 69.0	77 65.8	
18. Developing a file of activities, pictures, lesson plans or materials (2,3)	63 88.7	95 81.1		63 88.7	91 77.7		57 80.2	104 88.8	

103

Teaching Experiences	Experienced the Selected Activity			Reported the Experience as Valuable			Recommended the Experience		
	Cluster	Conv'l.	tv	Cluster	Conv'l.	tv	Cluster	Conv'l.	tv
	f %	f %		f %	f %		f %	f %	
19. Previewing audio-visual material before using in class (2)	61 85.9	77 65.8	*	59 83.0	71 60.6	*	63 88.7	99 84.6	
20. Developing units structured around pupil creativity (1,2)	53 74.6	61 52.1	*	52 73.2	59 50.4	*	60 84.5	92 78.6	
21. Assuming total responsibility for opening activities of classroom (1,2)	67 94.3	107 91.4		64 90.1	96 82.0		64 90.1	104 88.8	
22. Preparing and presenting, with pupil involvement, total school activities program (1,2)	24 33.8	24 20.5	*	24 33.8	19 16.2	*	41 57.7	48 41.0	*
23. Including in your lesson plans specific change of pace techniques (1,2)	48 67.6	56 47.8	*	48 67.6	54 46.1	*	50 70.4	86 73.5	
24. Reteaching a lesson after your self-evaluation indicated a need (1,2)	56 78.8	76 64.9	*	56 78.8	72 61.5	*	55 77.4	95 81.1	
25. Developing own teaching aids for a class presentation (1,2)	69 97.1	103 88.0	*	69 97.1	97 82.9	*	65 91.5	100 85.4	

Teaching Experiences	Experienced the Selected Activity				Reported the Experience as Valuable				Recommended the Experience			
	Cluster		Conv'l.	tv	Cluster		Conv'l.	tv	Cluster		Conv'l.	tv
	f	%	f	%	f	%	f	%	f	%	f	%
26. Planning and installing a bulletin board (1,2)	68	95.7	107 91.4		60	84.5	85 72.6		55	77.4	84 71.7	
27. Organizing and conducting field trips (1,2,3)	24	33.8	29 24.7		23	32.3	27 23.0		47	66.1	77 65.8	
28. Analyzing your techniques of questioning (1,2,5)	52	73.2	77 65.8		51	71.8	72 61.5		52	73.2	97 82.9	
29. Including provisions for individual differences in lesson plans (1,2)	62	87.3	75 64.1	*	60	84.5	72 61.5	*	64	90.1	101 86.3	
30. Tutoring a student after school in a community program (3,5)	6	08.4	7 05.9		6	08.4	6 05.1		29	40.8	40 34.1	
31. Constructing and administering tests over material you taught (1,2)	63	88.7	76 64.9	*	62	87.3	67 57.2	*	64	90.1	89 76.0	*
32. Determining grades for report cards without supervising teacher's direction (1,5)	20	28.1	25 21.3		20	28.1	20 17.0		39	54.9	38 32.4	*
33. Assisting in determining grades for report cards (1,5)	47	66.1	54 46.1	*	47	66.1	49 41.8	*	52	73.2	76 64.9	

Teaching Experiences	Experienced the Selected Activity			Reported the Experience as Valuable			Recommended the Experience		
	Cluster	Conv'l.	tv	Cluster	Conv'l.	tv	Cluster	Conv'l.	tv
	f %	f %		f %	f %		f %	f %	
34. Maintaining pupil progress records of tests and grades (1,5)	59 83.0	83 70.9	*	58 81.6	74 63.2	*	54 76.0	87 74.3	
35. Learning about and maintaining class attendance procedures (1,5)	69 97.1	102 87.1	*	57 80.2	73 62.3	*	54 76.0	81 69.2	
36. Working with commercial testing material in class (1,5)	30 42.2	39 33.3		23 32.3	30 25.6		38 53.5	54 46.1	
37. Writing in cumulative records of pupils (3,5)	15 21.1	29 24.7		14 19.7	23 19.6		29 40.8	55 47.0	
38. Reading the cumulative records of pupils (3,5)	60 84.5	92 78.6		53 74.6	70 59.8		52 73.2	79 67.5	
39. Teaching under only one supervising teacher for term (1,5)	25 35.2	100 85.4		23 32.3	60 51.2	*	22 30.9	51 43.5	
40. Teaching under two supervising teachers during the term (1,5)	41 57.7	11 09.4	*	38 53.5	7 05.9	*	43 50.5	42 35.8	*

APPENDIX D (continued)

Teaching Experiences	Experienced the Selected Activity					Reported the Experience as Valuable					Recommended the Experience				
	Cluster		Conv'l.		tv	Cluster		Conv'l.		tv	Cluster		Conv'l.		tv
	f	%	f	%		f	%	f	%		f	%	f	%	
41. Teaching under more than two supervising teachers during the term (1,5)	32	45.0	4	03.4	*	30	42.2	3	02.5	*	32	45.0	30	25.6	*
42. Observing, while student teaching, 1-2 different teachers (1,5)	39	54.9	54	46.1		32	45.0	44	37.6		31	43.6	49	41.8	
43. Observing, while student teaching, 3-4 different teachers (1,5)	46	64.7	39	33.3	*	39	54.9	37	31.6	*	37	52.1	61	52.1	
44. Observing, while student teaching, 5-6 different teachers (1,5)	49	69.0	26	22.2	*	46	64.7	21	17.9	*	46	64.7	59	50.4	
45. Observing, while student teaching, 7 or more teachers (1,5)	25	35.2	21	17.9	*	23	32.3	20	17.0	*	29	40.8	61	52.1	
46. Teaching classes on at least two different grade levels (1,5)	53	74.6	31	26.4	*	51	71.8	27	23.0	*	55	77.4	67	57.2	*
47. Teaching classes on at least three or more grade levels (1,5)	35	49.2	11	09.4	*	33	46.4	11	09.4	*	42	59.1	41	35.0	*

Teaching Experiences	Experienced the Selected Activity					Reported the Experience as Valuable					Recommended the Experience				
	Cluster		Conv'l.		tv	Cluster		Conv'l.		tv	Cluster		Conv'l.		tv
	f	%	f	%		f	%	f	%		f	%	f	%	
48. Teaching as a member of a team teaching unit if school had such a team (1,5)	33	46.4	10	08.5	*	33	46.4	10	08.5	*	46	64.7	53	45.2	*
49. Teaching on an individualized (one to one) basis (1,5)	64	90.1	73	62.3	*	64	90.1	68	58.1	*	62	87.3	92	78.6	
50. Teaching on a small group (two to ten or less) basis (1,5)	65	91.5	91	77.7	*	64	90.1	85	72.6	*	66	92.9	90	76.9	*
51. Teaching on a large group (more than one class) basis (1,5)	47	66.1	38	32.4	*	46	64.7	32	27.3	*	53	74.6	61	52.1	*
52. Teaching, separate from rest of class, remedial pupils (1,5)	65	91.5	79	67.5	*	61	85.9	71	60.6	*	62	87.3	90	76.9	
53. Teaching, separate from rest of class, advanced pupils (1,5)	45	63.3	46	39.3	*	41	57.7	42	35.8	*	50	70.4	77	65.8	
54. Teaching heterogeneous groups (1,5)	65	91.5	96	82.0		62	87.3	86	73.5	*	58	81.6	90	76.9	

Teaching Experiences	Experienced the Selected Activity			Reported the Experience as Valuable			Recommended the Experience		
	Cluster	Conv'l.	tv	Cluster	Conv'l.	tv	Cluster	Conv'l.	tv
	f %	f %		f %	f %		f %	f %	
55. Teaching homogeneous groups (1,5)	54 76.0	63 53.8	*	51 71.8	55 47.0	*	48 67.6	73 62.3	
56. Assuming playground, hall patrol, or lunch room duty for entire term (3)	13 18.3	25 21.3		11 15.4	13 11.1		12 16.9	20 17.0	
57. Assuming playground, hall patrol, or lunch room duty only when assigned by school (3)	36 50.7	45 38.4		27 38.0	28 23.9	*	34 47.8	39 33.3	
58. Teaching a multi-age class (1,5)	25 35.2	15 12.8	*	25 35.2	14 11.9	*	40 56.3	35 29.9	*
59. Supervising directed study in classroom (1,5)	52 73.2	56 47.8	*	45 63.3	44 37.6	*	45 63.3	46 39.3	*
60. Assuming responsibility for the teaching program of at least one subject for a period of three weeks or more (1,5)	67 94.3	102 87.1		64 90.1	94 80.3		63 88.7	94 80.3	
61. Assuming responsibility for the total program of supervisor for four or more weeks (1,5)	40 56.3	65 55.5		37 52.1	62 52.9		50 70.4	88 75.2	

Teaching Experiences	Experienced the Selected Activity				Reported the Experience as Valuable				Recommended the Experience			
	Cluster		Conv'l.	tv	Cluster		Conv'l.	tv	Cluster		Conv'l.	tv
	f	%	f	%	f	%	f	%	f	%	f	%
62. Assuming responsibility for partial teaching program of two supervising teachers (1,5)	46	64.7	10	08.5 *	42	59.1	9	07.6 *	46	64.7	40	34.1 *
63. Substituting for your supervising teacher when she was ill (1,5)	43	60.5	60	51.2	43	60.5	50	42.7 *	47	66.1	64	54.7
64. Substituting for your supervising teacher when she was participating in an in-service project (1,5)	54	76.0	79	67.5	52	73.2	71	60.6	53	74.6	71	60.6 *
65. Substituting for a teacher other than your supervising teacher in case of illness (1,5)	15	21.1	25	21.3	15	21.1	18	15.3	32	45.0	33	28.2 *
66. Substituting for a teacher other than your supervising teacher when she was participating in an in-service project (1,5)	26	36.6	13	11.1 *	23	32.3	10	08.5 *	37	52.1	38	32.4 *
67. Participating in after school curricular activities (3,4)	46	64.7	50	42.7 *	43	60.5	39	33.3 *	43	60.5	67	57.2

Teaching Experiences	Experienced the Selected Activity				Reported the Experience as Valuable				Recommended the Experience			
	Cluster		Conv'l.	tv	Cluster		Conv'l.	tv	Cluster		Conv'l.	tv
	f	%	f	%	f	%	f	%	f	%	f	%
68. Participating in community activities while student teaching (3,4)	19	26.7	21	17.9	18	25.3	15	12.8 *	32	45.0	42	35.8
69. Preparing stencils or dittos for supervising teacher (3,5)	54	76.0	89	76.0	40	56.3	58	49.5	38	53.5	58	49.5
70. Preparing stencils or dittos for own lesson plans (3)	67	94.3	107	91.4	65	91.5	92	78.6 *	63	88.7	100	85.4
71. Handling discipline problems of class without supervising teacher (1,5)	70	98.5	112	95.7	70	98.5	107	91.4	70	98.5	105	89.7 *
72. Having conferences with students in relation to classroom matters (1,3,5)	62	87.3	85	72.6 *	61	85.9	78	66.6 *	60	84.5	86	73.5
73. Counseling individual pupils at their initiation (3,5)	48	67.6	50	42.7 *	45	63.3	45	38.4 *	48	67.6	69	58.9
74. Discussing pupils with school counselor or principal (3,5)	40	56.3	45	38.4 *	37	52.1	39	33.3 *	42	59.1	62	52.9

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Teaching Experiences	Experienced the Selected Activity					Reported the Experience as Valuable					Recommended the Experience				
	Cluster		Conv'l.		tv	Cluster		Conv'l.		tv	Cluster		Conv'l.		tv
	f	%	f	%		f	%	f	%		f	%	f	%	
75. Making a case study of a pupil (3,5)	19	26.7	19	16.2		18	25.3	16	13.6	*	29	40.8	38	32.4	
76. Visiting the homes of pupils (3,4)	14	19.7	13	11.1		13	18.3	13	11.1		32	45.0	41	35.0	
77. Joining in conferences with school principal when one of your students was involved (3,5)	20	28.1	25	21.3		19	26.7	23	19.6		37	52.1	53	45.2	
78. Having an orientation meeting with the principal (5)	65	91.5	58	49.5	*	52	73.2	45	38.4	*	52	73.2	76	64.9	
79. Attending building faculty meetings when held (5)	70	98.5	102	87.1	*	58	81.6	78	66.6	*	53	74.6	85	72.6	
80. Contributing in discussions at building faculty meetings (5)	30	42.2	36	30.7		25	35.2	24	20.5	*	30	42.2	43	36.7	
81. Participating in parent-teacher conferences (4,5)	52	73.2	67	57.2	*	48	67.6	59	50.4	*	57	80.2	88	75.2	
82. Attending building or district in-service meetings (3,5)	54	76.0	63	53.8	*	43	60.5	46	39.3	*	38	53.5	65	55.5	

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Teaching Experiences	Experienced the Selected Activity			Reported the Experience as Valuable			Recommended the Experience		
	Cluster	Conv'l.	tv	Cluster	Conv'l.	tv	Cluster	Conv'l.	tv
	f %	f %		f %	f %		f %	f %	
83. Attending professional organization meetings (5)	32 45.0	32 27.3	*	21 29.5	23 19.6		28 39.4	50 42.7	
84. Joining a professional organization (5)	24 33.8	1 00.8	*	7 09.8	1 00.8	*	9 12.6	20 17.0	
85. Attending Parent Teacher Association, or other parent group, meeting (3,4,5)	53 74.6	51 43.5	*	44 61.9	34 29.0	*	51 71.8	62 52.9	*
86. Meeting with representatives of special services of school to discuss their role (3,5)	52 73.2	52 44.4	*	50 70.4	44 37.6	*	51 71.8	68 58.1	
87. Examining courses of study (3,5)	41 57.7	47 40.1	*	36 50.7	41 35.0	*	39 54.9	58 49.5	
88. Participating in the development of curriculum for the school (3,5)	15 21.1	15 12.8		15 21.1	14 11.9		28 39.4	38 32.4	
89. Using the school library as a part of a lesson plan (1)	49 69.0	74 63.2		47 66.1	68 58.1		50 70.4	80 68.3	
90. Using the school library for your resource material (2)	67 94.3	95 81.1	*	66 92.9	85 72.6	*	61 85.9	91 77.7	

Teaching Experiences	Experienced the Selected Activity						Reported the Experience as Valuable						Recommended the Experience					
	Cluster		Conv'l.		tv		Cluster		Conv'l.		tv		Cluster		Conv'l.		tv	
	f	%	f	%			f	%	f	%			f	%	f	%		
91. Using a film projector in a unit you taught (1)	66	92.9	84	71.7	*		65	91.5	74	63.2	*		61	85.9	91	77.7		
92. Using a tape recorder in a unit you taught (1)	51	71.8	54	46.1	*		49	69.0	49	41.8	*		51	71.8	76	64.9		
93. Evaluating your goals as a student teacher (3,5)	64	90.1	93	79.4	*		59	83.0	86	73.5			56	78.8	86	73.5		
94. Using a tape recorder for self-evaluation (3,5)	24	33.8	21	17.9	*		21	29.5	18	15.3	*		30	42.2	51	43.5		
95. Using micro-teaching during student teaching (3,5)	22	30.9	9	07.6	*		19	26.7	9	07.6	*		26	36.6	24	20.5	*	
96. Evaluating yourself on video tape while student teaching (3,5)	27	38.0	8	06.8	*		26	36.6	8	06.8	*		39	54.9	47	40.1		
97. Observing non-public schools while student teaching (3,5)	31	43.6	10	08.5	*		30	42.2	9	07.6	*		44	61.9	38	32.4	*	
98. Observing in secondary schools of district (3,5)	12	16.9	10	08.5			10	14.0	7	05.9	*		36	50.7	43	36.7		
99. Feeling you were welcome in the school as a student teacher (5)	69	97.1	106	90.5			66	92.9	98	83.7			62	87.3	96	82.0		

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Teaching Experiences	Experienced the Selected Activity						Reported the Experience as Valuable						Recommended the Experience					
	Cluster		Conv'l.		tv		Cluster		Conv'l.		tv		Cluster		Conv'l.		tv	
	f	%	f	%			f	%	f	%			f	%	f	%		
100. Visiting Board of Education meeting (5)	15	21.1	22	18.8			10	14.0	16	13.6			22	30.9	41	35.0		

APPENDIX E

THE TEN MOST FREQUENTLY AND TEN LEAST FREQUENTLY REPORTED
ITEMS IN EACH OF THE THREE CATEGORIES OF SELECTED
STUDENT TEACHING EXPERIENCES AS REPORTED
BY THE RESPONDENTS

SELECTED STUDENT TEACHING EXPERIENCES ENCOUNTERED

Ten Items Reported as <u>Most</u> Frequently Experienced by:

Cluster Respondents: N=71

1.   Developing own daily lesson plans. (71)
2.   Organizing and teaching a unit of instruction. (70)
2.   Handling discipline problems of the class without the supervising teacher. (70)
2.   Attending building faculty meetings when held. (70)
5.   Developing own teaching aids for a class presentation. (69)
5.   Learning about and maintaining class attendance procedures. (69)
5.   Feeling you were welcome in the school as a student teacher. (69)
8.   Planning and installing a bulletin board. (68)
9.   Preparing and administering drills in subject matter taught. (67)
9.   Assuming total responsibility for opening activities of classroom. (67)
9.   Assuming responsibility for the teaching program of at least one subject for a period of three weeks or more. (67)
9.   Preparing stencils or dittos for own lesson plans. (67)
9.   Using school library for your resource material. (67)

Conventional Respondents: N=117

1.   Developing own daily lesson plans. (116)
2.   Handling discipline problems of class without the supervising teacher. (112)
3.   Assuming total responsibility for opening activities of classroom. (107)
3.   Planning and installing a bulletin board. (107)
3.   Preparing stencils or dittos for own lesson plans. (107)
6.   Organizing and teaching a unit of instruction. (106)
6.   Feeling you were welcome in the school as a student teacher. (106)
8.   Developing own teaching aids for a class presentation. (103)
9.   Learning about and maintaining class attendance procedures. (102)
9.   Assuming the responsibility for the teaching program of at least one subject for a period of three weeks or more. (102)
9.   Attending building faculty meetings when held. (102)

Ten Items Reported as <u>Least</u> Frequently Experienced by:

Cluster Respondents: N=71

1. Tutoring a student after school in a community program. (6)
2. Observing in secondary school of district. (12)
3. Assuming playground, hall patrol, or lunch room duty for an entire term. (13)
4. Visiting the homes of pupils. (14)
5. Writing in cumulative records of pupils. (15)
5. Substituting for a teacher other than your own supervising teacher in case of illness. (15)
5. Participating in the development of curriculum for the school. (15)
5. Visiting Board of Education meeting. (15)
9. Participating in community activities while student teaching. (19)
9. Making a case study of a pupil. (19)

Conventional Respondents: N=117

1. Joining a professional organization. (1)
2. Teaching under more than two supervising teachers during the term. (4)
3. Tutoring a student after school in a community program. (7)
4. Evaluating yourself on video tape while student teaching. (9)
5. Using micro-teaching during student teaching. (9)
6. Teaching as a member of a team teaching unit if the school had such a team. (10)
6. Assuming responsibility for partial teaching program of two supervising teachers. (10)
6. Observing non-public schools while student teaching. (10)
6. Observing in secondary schools of district. (10)
10. Teaching under two supervising teachers during the term. (11)
10. Teaching classes on at least three or more grade levels. (11)

SELECTED STUDENT TEACHING EXPERIENCES REPORTED VALUABLE

Ten Items Reported <u>Most</u> Frequently as a Valuable
Experience by:

Cluster Respondents: N=71

1. Handling discipline problems of class without the super-
   vising teacher. (70)
2. Developing own lesson plans. (69)
2. Developing own teaching aids for a class presentation.
   (69)
4. Organizing and teaching a unit of instruction. (66)
4. Using the school library for your resource material. (66)
4. Feeling you were welcome in the school as a student teacher.
   (66)
7. Preparing stencils or dittos for own lesson plans. (65)
7. Using a film projector in a unit you taught. (65)
9. Making assignments for classroom material taught. (64)
9. Preparing and administering drills in subject matter
   taught. (64)
9. Assuming total responsibility for opening activities of
   classroom. (64)
9. Teaching on an individualized (one to one) basis. (64)
9. Teaching on a small group (two to ten or less) basis.
   (64)
9. Assuming responsibility for the teaching program of at
   least one subject for a period of three weeks or more.
   (64)

Conventional Respondents: N=117

1. Handling discipline problems of class without the super-
   vising teacher. (107)
2. Developing own daily lesson plans. (105)
3. Organizing and teaching a unit of instruction. (100)
4. Attending building faculty meetings when held. (98)
5. Developing own teaching aids for a class presentation.
   (97)
6. Assuming total responsibility for opening activities of
   classroom. (96)
7. Assuming responsibility for the teaching program of at
   least one subject for a period of three weeks or more.
   (94)
8. Preparing stencils or dittos for own lesson plans. (92)
9. Developing a file of activities, pictures, lesson plans,
   or materials. (91)
10. Developing material to enrich lesson you taught. (88)

Ten Items Reported <u>Least</u> Frequently as a Valuable
Experience by:

Cluster Respondents: N=71

1. Tutoring a student after school in a community program.
    (6)
2. Joining a professional organization. (7)
3. Observing in secondary schools of district. (10)
3. Visiting Board of Education meeting. (10)
5. Assuming playground, hall patrol, or lunch room duty
    for entire term. (11)
6. Visiting the homes of pupils. (13)
7. Writing in cumulative records of pupils. (14)
8. Substituting for a teacher other than your supervising
    teacher in case of illness. (15)
8. Participating in the development of curriculum for the
    school. (15)
10. Participating in community activities while student
    teaching. (18)
10. Making a case study of a pupil. (18)

Conventional Respondents: N=117

1. Joining a professional organization. (1)
2. Teaching under more than two supervising teachers during
    the term. (3)
3. Tutoring a student after school in a community program.
    (6)
4. Observing in secondary schools of district. (7)
5. Evaluating yourself on video tape while student teach-
    ing. (8)
6. Assuming responsibility for partial teaching program
    of two supervising teachers. (9)
6. Using micro-teaching during student teaching. (9)
6. Observing non-public schools while student teaching.
    (9)
9. Teaching as a member of a team teaching unit if school
    had such a team. (10)
9. Substituting for a teacher other than your supervising
    teacher when she was participating in an in-service
    project. (10)

SELECTED STUDENT TEACHING EXPERIENCES RECOMMENDED

Ten Items <u>Most</u> Frequently Reported for Inclusion
in Future Student Teaching Programs by:

Cluster Respondents: N=71

1. Handling discipline problems of class without the supervising teacher. (70)
2. Developing own daily lesson plans. (66)
2. Organizing and teaching a unit of instruction. (66)
2. Teaching on a small group (two to ten or less) basis. (66)
5. Developing material to enrich lesson you taught. (65)
5. Developing own teaching aids for a class presentation. (65)
7. Selecting content material of a subject taught. (64)
7. Assuming total responsibility for opening activities of classroom. (64)
7. Including provisions for individual differences in lesson plans. (64)
7. Constructing and administering tests over material you taught. (64)

Conventional Respondents: N=117

1. Organizing and teaching a unit of instruction. (105)
1. Handling discipline problems of class without the supervising teacher. (105)
3. Developing own daily lesson plans. (104)
3. Developing in your lesson plans material for remedial pupils. (104)
3. Developing a file of activities, pictures, lesson plans or materials. (104)
3. Assuming total responsibility for opening activities of classroom. (104)
7. Selecting content material of a subject taught. (103)
8. Developing material to enrich lesson you taught. (103)
9. Including in plans an introduction or set that had as its purpose motivating the students. (101)
9. Including provisions for individual differences in lesson plans. (101)

SELECTED STUDENT TEACHING EXPERIENCES RECOMMENDED

Ten Items <u>Least</u> Frequently Reported for Inclusion in Future Student Teaching Programs by:

Cluster Respondents: N=71

1. Joining a professional organization. (9)
2. Assuming playground, hall patrol, or lunch room duty for entire term. (12)
3. Teaching under only one supervising teacher for term. (22)
3. Visiting Board of Education meeting. (22)
5. Using micro-teaching during student teaching. (26)
6. Attending professional organization meetings. (28)
6. Participating in the development of curriculum for the school. (28)
8. Tutoring a student after school in a community program. (29)
8. Writing in cumulative records of pupils. (29)
8. Observing, while student teaching 7 or more teachers. (29)
8. Making a case study of a pupil. (29)

Conventional Respondents: N=71

1. Assuming playground, hall patrol, or lunch room duty for entire term. (20)
1. Joining a professional organization. (20)
3. Using micro-teaching during student teaching. (24)
4. Teaching under more than two supervising teachers during the term. (30)
5. Substituting for a teacher other than your supervising teacher in case of illness. (33)
6. Teaching a multi-age class. (35)
7. Determining grades for report cards without supervising teacher's direction. (38)
7. Substituting for a teacher other than your supervising teacher when she was participating in an in-service project. (38)
7. Making a case study of a pupil. (38)
7. Participating in the development of curriculum for the school. (38)
7. Observing non-public schools while student teaching. (38)