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August 17, 1972

PERCEPTIONS OF THE COLLEGE SUPERVISOR AS VIEWED
BY THE ELEMENTARY STUDENT TEACHER

by

MERVIN HAROLD FINSTAD

A professional paper submitted to the Graduate Faculty in
partial fulfillment of the requirements for the degree

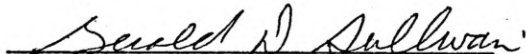
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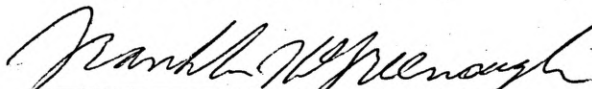
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ABSTRACT

The purpose of this study was to have student teachers become involved in evaluating the student teaching quarter. The problem stated for investigation was: What aspects of the student teaching program at Montana State University do graduates of the program consider to have value and which aspects do they consider to have little value?

Selected literature was reviewed in order to avoid duplication and to base this investigation on previous research. The questionnaire was constructed and administered to all twenty elementary education majors at Montana State University who completed their student teaching assignment during Spring Quarter, 1972.

Based on the literature review and this investigator's experience as a college supervisor of elementary student teachers at Montana State University, five broad categories of student teacher perceptions were formulated. These five categories were: (1) Visitation Procedures and Student Evaluation by the College Supervisory; (2) Communication with an Helpfulness of the College Supervisor and the Classroom Teacher; (3) Student Teaching Assignments; (4) Assignments Completed During Student Teaching; (5) Perceptions of Post-student Teaching Seminar. Once the categories were formulated, questions were written to survey various aspects within each category. The data collected from the returned questionnaires were tabulated and percentage descriptions made.

Recommendations based on the findings included: (1) student teachers should be allowed at least four observations in other classrooms during the student teaching experience; (2) all college supervisors should meet with their student teachers before the student teachers leave the campus for the student teaching assignment; (3) student teaching evaluation should be continued on a Pass-Fail basis; (4) the length of each classroom observation should be between thirty and sixty minutes; and (5) the present practice of assigning student teachers one college supervisor should be continued.

Chapter 1

THE PROBLEM AND ORGANIZATION OF THE STUDY

The student teaching quarter is an integral, if not the most important aspect in the professional training of elementary student teachers. The need for periodic evaluation of the student teaching quarter is prerequisite to an improvement of the quality of services being offered by the training institution.

Excluding the children in the classroom in this study, the student teaching experience emphasizes the relationship between three people, the student teacher, the classroom teacher and the college supervisor. Both the classroom teacher and the college supervisor, as the persons charged with the responsibility for direct supervision of the student teacher, quite naturally should play a part in the continuing evaluation of the student teaching quarter. The other important member in this triad, the student teacher, however, is also usually excluded in the evaluation. Student teacher perceptions need to be sought, considered, and used to improve the student teaching quarter.

Members of the College of Education need to assume the responsibility for their college, both to the public and the Board of Regents, to improve the quality of the student teacher produced. This responsibility is the motivation behind this study. In an attempt to improve the quality of student teacher trained, members of the College of Education conducted a survey of student teacher perceptions of various

aspects of the student teaching quarter. This paper presents a description of the procedures used in surveying student teacher perceptions and a presentation of the survey findings, conclusions, and recommendations.

THE PROBLEM

Statement of the Problem

What aspects of the student teaching program at Montana State University do graduates of the program consider to have been valuable and which aspects do they consider to have been of little value?

Purpose of the Study

The purpose of this study was to have the student teacher become involved in an integral part of the responsibility for evaluating the student teaching quarter. This would be accomplished by having them respond to a questionnaire.

Significance of the Study

This study can be of value to the College of Education at Montana State University because it presents student teacher perceptions concerning the strengths and weaknesses of the teacher training they received. This study can be significant to the classroom teacher and the college supervisor if it assists them in taking a more objective position in viewing the statements and feelings of the student teacher.

Assumptions

The following assumptions are relevant to this study:

1. Student teacher will give truthful answers.
2. Student teacher will be able to perceive the value of various aspects of the student teaching experience.
3. Student teacher opinion is one valid method of measuring the student teaching experience.
4. Student teachers' opinions are measurable and information relating to them may be obtained by direct inquiry.

METHODOLOGY

A brief description of the methodology used in this investigation is presented.

Population. The population was comprised of all twenty elementary education students from Montana State University who completed their student teaching assignment during Spring Quarter, 1972.

Procedures. A need, recognized by this investigator, to involve the student teacher in the improvement of the student teaching quarter was the motivation for this investigation. The problem selected for investigation was: Is it possible to obtain and quantify student perceptions of the student teaching quarter? Selected literature was reviewed in order to avoid duplication and to base this investigation

on previous research. Based on the literature review and this investigator's experience as a college supervisor of elementary student teachers at Montana State University, five broad categories of student teacher perceptions were formulated. These five categories are: (1) Visitation Procedures and Student Evaluation by the College Supervisor; (2) Communication With and Helpfulness of the College Supervisor and the Classroom Teacher; (3) Student Teaching Assignments; (4) Assignments Completed During Student Teaching; and (5) Perceptions of Post-student Teaching Seminar. Once the categories were formulated, questions were written to survey various aspects within each category. A description of the questionnaire is appropriate.

Questionnaire. The questionnaire contains thirty-five items. Forced-choice questions number thirty-three, while the two remaining questions are open-ended. Content validity was tested, and a pre-test was administered to check the clarity of the question wording.

Once the revised questionnaire was prepared, it was administered to the subjects, the results tabulated, and conclusions and recommendations made.

LIMITATIONS OF THE STUDY

In any investigation, there are certain limitations which must be recognized to guard against overgeneralization of the results.

1. The population included twenty elementary education majors at Montana State University.
2. The investigation was conducted during the Spring Quarter, 1972.
3. The questionnaire was designed to measure a select sample of data regarding the student teaching assignment and was not intended to cover the entire range of possible categories.
4. A percentage description of the findings was selected as suitable to the needs of this investigator.
5. The recommendations are pertinent only to the College of Education at Montana State University at Bozeman, Montana.

DEFINITIONS OF TERMS USED

Those terms which have varying interpretation in the professional literature are here defined, since the context in which they are used may be somewhat specific to this study.

College Supervisor. This term refers to the representative of the College of Education who visits the off-campus classroom to supervise the student teaching experience.

Classroom Teacher. Individual regularly employed in the public or private school and in charge of the off-campus classroom.

Student Teacher. The term for those students who had acquired practical teaching experience and skill under the guidance of a classroom teacher in the classrooms of a public or private school.

Student Teaching. The term "student teaching" refers to the observation, participation, and actual teaching done by a student teacher preparing for a teaching career under the direction of the classroom teacher.

ORGANIZATION OF STUDY

This professional paper is composed of four chapters. The first chapter indicates the problem under investigation as well as the purpose and importance of the study. The second chapter consists of a summarization of selected literature related to this investigation. Chapter Three describes the instrument used in the gathering of the data--The Elementary Student Teaching Questionnaire, the procedures utilized in this research, and presents a percentage description of the findings. Chapter Four finalizes the professional paper with a summary of the study, together with conclusions and recommendations culminating from the research.

Chapter 2

SELECTED REVIEW OF THE LITERATURE

This chapter presents a review of selected literature which concerned the improvement of the student teaching experience. The review was made in an attempt to gain insight as to what other investigators have found to be important to improved college supervision of student teaching. Two major divisions are included: Role of the College Supervisor of Student Teaching and Strategies that Improve the Student Teaching Experience and Enhance the Effectiveness of the College Supervisor. A summary of the literature reviewed concludes this chapter.

ROLE OF THE COLLEGE SUPERVISOR OF STUDENT TEACHING

Research of particular relevance to this study concerned the role of the college supervisor of student teachers.

The college supervisor of student teachers is charged with a complex and important professional role. Student teaching was considered by Renfield (1966:1) to be "the most dynamic phase of teacher education."

Conant (1963:142) emphasized that "the only indisputably essential element in professional education is student teaching." He continues by suggesting that, since student teaching is so important, the college supervisor should be generally recognized as a superb

teacher of children and as a skilled teacher of college students.

Although student teaching is thought to be the keystone in teacher training, little agreement was found in the literature as to what the role of the college supervisor should be. However, the reviewed literature seemed to be in agreement that information was needed concerning the role of the college supervisor.

One source contended that the college supervisor should function as:

A liaison person between the cooperating school and the college, a supervising instructor for the student teacher, and a co-worker with the principal and supervising teacher in the guidance and analyses of the student teaching. (Haines, 1960:37)

Haines went on to state that the college supervisor could best serve in an effective liaison role by making regularly scheduled trips to the cooperating school throughout the term. In this way, the college supervisor could serve as a constant and consistent force in the life of the developing student teacher. Haines saw the college supervisor as a person who must be prepared to evaluate the student teachers' progress and be able to communicate his perceptions clearly. Finally, Haines viewed the best possible atmosphere for the growth of the student teacher to be an environment marked by excellence in cooperation and communication between the college supervisor and the classroom teacher.

STRATEGIES THAT IMPROVE THE STUDENT TEACHING EXPERIENCE
AND ENHANCE THE EFFECTIVENESS OF THE COLLEGE SUPERVISOR

Several studies concerned the effect of various teaching on the improvement of the student teaching experience and the enhancement of the effectiveness of the college supervisor.

Two investigations were conducted by Johnston (1968, 1969), which involved the use of Flander's system of Interaction Analysis. In the first of these two studies, Johnston compared the effect of self-supervision of student teaching. First, the student teachers were trained in Flander's Interaction Analysis. Next, the student teachers had their teaching lessons video-taped. The student teachers then evaluated the interactions that occurred during their own lesson. Johnson (1968:35) concluded that, "The method of self-supervision studies would seem to provide a desirable alternative in the supervision of student teachers where indirect teaching and pupil-accepting attitudes are sought."

In his second related study, Johnston (1969) combined micro-teaching with Flander's Interaction Analysis. In conclusion, Johnston (1969:27) reasoned that:

Microteaching not only provide an effective environment within which pre-service professional teacher education can assume-greater effectiveness, but it may be employed by educators as a research strategy which provides a semi-field atmosphere.

Many investigators have focused on aspects other than Interactional Analysis. Dewey (1904), for example, believed that the focus of planning should be to help the professional pupil become a thoughtful and alert student rather than helping him get immediate proficiency.

For the improvement of college supervision of student teaching, Boykin (1960:24) emphasized that the college supervisor "should encourage the student teacher to be constantly on the alert for new ideas that conceivably can improve the quality of his teaching."

In a study by Stewig (1970:255), student teachers felt it was important that supervisors have:

. . . an awareness of, and a desire to provide for, individual differences; an objective perception of the classroom situation and the ability to communicate this perception to the student teacher; and a sincere, positive and helpful attitude.

SUMMARY

Evidence revealed by the research seems to indicate a variety of personal characteristics and attainable skills that enhance the effectiveness of the college supervisor. However, Stemnock (1971:1) suggested that, "Evaluation by an individual's subordinates is more significant because the subordinate is in a position to constantly observe the performance of the evaluatee."

In Chapter Three, this investigator, with the use of a questionnaire, allowed student teachers to assess the effectiveness

of the college supervisor, in hopes that the results would encourage improved techniques of supervision.

Chapter 3

PROCEDURES AND REPORT OF FINDINGS

This chapter contains a description of both the procedures used in the study and the findings from the returned questionnaire.

Procedures for the Study

The motivation behind this investigation was a need, recognized by this investigator, to involve elementary student teachers at Montana State University in the evaluation of the student teaching quarter. First, the problem was selected for investigation: Is it possible to obtain and quantify student teacher perceptions of the student teaching quarter? In order to avoid duplication and to base this study on previous research, selected literature was reviewed.

The population selected consisted of all twenty elementary education students at Montana State University who completed student teaching during Spring Quarter, 1972.

Based on the literature review and this investigator's experience as a college supervisor of elementary student teachers at Montana State University, five broad categories of student teacher perceptions were formulated. These five categories are: (1) Visitation Procedures and Student Evaluation by the College Supervisor; (2) Communication With and Helpfulness of the College Supervisor and the Classroom Teacher; (3) Student Teaching Assignments; (4) Assignments

Completed During Student Teaching; and (5) Perceptions of Post-student Teaching Seminar. Questions were then written to fall within each of the five categories. A description of the questionnaire follows.

A thirty-five item questionnaire was developed for use in this survey and is included in the appendix. The questionnaire consisted of thirty-three forced-choice questions to insure ease and accuracy of tabulating the results. There were also two open-ended questions concerning student teacher perceptions of the seminar and the student teaching assignments that were too global to be included in the forced-choice questions.

The questionnaire was primarily devised to avoid presenting choices that would be non-committal in nature. Even though recipients of the questionnaire were urged to add written comments and suggestions, few student teachers made additional comments. The additional comments that were made were non-committal in nature, and no attempt was made to quantify them.

The questionnaire was tested for content validity by several members of the elementary education department. It was also pre-tested by a group of students who had previously completed their student teaching. The pre-test was important to assure that the questions were stated clearly. Questions considered by the students to be poorly worded were reworded for inclusion in the final instrument.

Each student teacher was given the questionnaire to be completed during the final session of the post-student teaching seminar. In an attempt to insure that the returned questionnaires were answered without any fear of reprisal by the College of Education staff members, the participants were asked to return the completed questionnaires without their names.

The thirty-three forced-choice questions were tabulated and described by means of percentage descriptions. Each of the two open-ended questions required the development of topics and judgmental procedures. The paragraphs which follow contain descriptions of the topic selection and judgmental procedures used in categorizing the two open-ended questions.

The responses to the two open-ended questions were classified under sixteen specific topics which were apparent upon first reading of the items. This investigator designated eight of the sixteen topics for question thirty-two and the other eight for question thirty-four. Three judges were selected who sorted the responses into the specified topics.

The judges were selected on the basis of the following criteria: (1) at least three year's teaching experience in the elementary school, and (2) not responsible for the supervision of the student teachers in this survey. Teachers with at least three year's experience were expected to know what the student teacher responses meant. The

investigator assumed that teachers who were not responsible for the student teachers in this survey were expected to be less biased about the topics into which they placed the responses.

A criterion of judge agreement was developed by this investigator. A decision was made by this investigator that 66 per cent judge agreement was a satisfactory level of inter-judge agreement. For example, if two or three of the judges agreed on the same topic for a response, that was the topic in which the response was placed. Any response which received no agreement among the judges was not categorized.

Each of the responses to the two open-ended questions was typed on separate three by five cards. Each judge, working independently from the other judges, separated the cards into the sixteen topics. This investigator then recorded a topic code on the back of each card, put the cards back in the original order, and gave them to another judge. This procedure was followed until all three judges had classified the responses. All cards were found to have been categorized at least at the required 66 per cent level of inter-judge agreement. Therefore, no data were lost by use of the criterion of judge agreement.

After the cards had been categorized by all three judges, the responses were tabulated by topic. These findings are presented in Table 1, 2, and 3, pages 35, 36, and 38, respectively, and are located

in this chapter.

After the data had been obtained and tabulated, conclusions and recommendations were developed and made available to the College of Education.

A percentage description of the findings from the returned questionnaires is contained in the following paragraphs.

Findings from the Returned Questionnaire

Each of the thirty-five questions was placed into one of five general categories. Findings in the category "Visitation Procedures and Student Evaluation by the College Supervisor" are presented below.

Visitation procedures and student evaluation by the college supervisor. Twenty questions comprise this category. These questions sought student teacher perceptions and opinions concerning the visitation and evaluation procedures used by the college supervisor.

Question 1. I was supervised by:

Answers	N	Percentage of responses
(a) Montana State University Staff Member	11	55 per cent
(b) Graduate Teaching Assistant	3	15 per cent
(c) Resident Supervisor	6	30 per cent
(d) Other	0	0 per cent

Montana State University staff members supervised 55 per cent of the student teachers who were included in the population of this survey. Graduate teaching assistants supervised 15 per cent of the student teachers, and 30 per cent of the student teachers were supervised by resident supervisors.

Question 2. How many college supervisors would you like to observe your student teaching?

Answers	N	Percentage of responses
(a) none	0	0 per cent
(b) one	12	60 per cent
(c) two	6	30 per cent
(d) three	2	10 per cent
(e) four or more	0	0 per cent

The mode, 60 per cent, indicated that the student teachers preferred having only one college supervisor. However, 40 per cent of the student teachers wanted either two or three college supervisors.

Question 3. Would it be helpful for you to meet with your college supervisor prior to leaving the college campus for your student teaching assignment?

Answer	N	Percentage of responses
(a) yes	10	95 per cent
(b) no	1	5 per cent

The student teacher responded with 95 per cent agreement that they thought it was, or would have been, helpful to have met with the college supervisor prior to leaving the college campus for the student teaching assignment.

Question 4. Should the student teacher be notified of the college supervisor's visits?

Answers	N	Percentage of responses
(a) always	10	50 per cent
(b) usually	4	20 per cent
(c) sometimes	6	30 per cent
(d) never	0	0 per cent

Students who always wanted to know that their college supervisor was coming for a visit comprised the mode--50 per cent. Although no student teacher wanted to have the college supervisor always "dropping in" without warning, 50 per cent thought unannounced visits some of the time, if not usually, would be desirable.

Question 5. Were you informed of your college supervisor's visits at least a day ahead of time?

Answers	N	Percentage of responses
(a) always	8	40 per cent
(b) usually	4	20 per cent
(c) sometimes	8	40 per cent
(d) never	0	0 per cent

A bi-modal distribution of responses was recorded. Sixty per cent of the student teachers indicated that they usually or always had at least one day's notice prior to their college supervisor's visit. The replies suggest that all students had at least one opportunity to prepare for their college supervisor's visit.

Question 6. Did your college supervisor notify your cooperating teacher prior to the visit?

Answer	N	Percentage of responses
(a) always	9	45 per cent
(b) usually	6	30 per cent
(c) sometimes	3	15 per cent
(d) never	2	10 per cent
(e) don't know	0	0 per cent

Forty-five per cent of the student teachers responded that the classroom teacher "always" knew when the college supervisor was coming for a visit. Other responses were: 30 per cent "usually," 15 per cent "sometimes," and 10 per cent stated that the classroom teacher never was notified as to college supervisor visits.

Question 7. How did you view the first visit of your college supervisor?

Answers	N	Percentage of responses
(a) with nervous anticipation	11	55 per cent
(b) as a necessary evil	0	0 per cent
(c) with pleasurable anticipation	3	15 per cent
(d) as a disturbing influence	1	5 per cent
(e) as a resource person	5	25 per cent

The mode of the student teacher responses, 55 per cent, indicated that the students evidenced a feeling of nervous anticipation concerning the first visit of the college supervisor. Conversely, 40 per cent of the student teachers considered the college supervisor to be either a resource person, or at least someone they looked forward to having visit.

Question 8. How many times were you visited by your college supervisor?

Answers	N	Percentage of reponses
(a) once	0	0 per cent
(b) twice	3	15 per cent
(c) three times	9	45 per cent
(d) four or more times	8	40 per cent

The student teacher response to this question indicates that all of the student teachers were visited by their college supervisor at least twice. Forty per cent of the students had four or more visits by their college supervisors.

Question 9. How many times do you believe the college supervisor should observe your student teaching?

Answers	N	Percentage of responses
(a) once	0	0 per cent
(b) twice	4	20 per cent
(c) three times	7	35 per cent
(d) four or more times	9	45 per cent

Responses to this question were similar to the responses in question two; however, no attempt was made to calculate a correlation coefficient between student teacher responses to questions two and fourteen. Only 20 per cent of the student teachers desired to have less than three visits by their college supervisors. No student indicated that less than two visits would have been desirable. Almost half, that is 45 per cent of the student teachers, indicated that they thought college supervisors should visit at least four times during the student teaching experience.

Question 10. With reference to every visit, what was the average length of the college supervisor's visits?

Answers	N	Percentage of responses
(a) less than 15 minutes	1	5 per cent
(b) 15 to 30 minutes	9	45 per cent
(c) 30 minutes to an hour	8	40 per cent
(d) more than an hour	2	10 per cent

Only one of the student teachers reported that their college supervisors average length of visit was less than fifteen minutes. Although the mode length of each visit was between fifteen and thirty minutes, 50 per cent reported their college supervisor's visit lasted over thirty minutes.

Question 11. What should be the length of your college supervisor's classroom visits? (Observation and conferences)

Answers	N	Percentage of responses
(a) less than 15 minutes	1	5 per cent
(b) 15 to 30 minutes	5	25 per cent
(c) 30 minutes to an hour	13	65 per cent
(d) more than an hour	1	5 per cent
(e) no visit	0	0 per cent

Although 25 per cent of the student teachers would have liked their college supervisor's visits to have lasted fifteen to thirty minutes, it was clear that the majority of student teachers would have appreciated college supervisor's visits to have averaged between thirty minutes and one hour.

Question 12. The day of the college supervisor's visits, did you confer with him or her:

Answers	N	Percentage of responses
(a) before the classroom visit	0	0 per cent
(b) after the classroom visit	12	60 per cent
(c) both before and after	6	30 per cent
(d) neither before nor after	0	0 per cent
(e) no set pattern for conference-- each visit different	2	10 per cent

Sixty per cent of the college supervisors were reported to have conferred with the student teachers only after the classroom observation. Only 30 per cent of the college supervisors conferred with the student

teachers both before and after the classroom observation. Ten per cent of the college supervisors had no set pattern for the student teacher conferences.

Question 13. When would you like to confer with the college supervisor the day of the visit?

Answers	N	Percent of responses
(a) before the classroom visit	0	0 per cent
(b) after the classroom visit	12	60 per cent
(c) both before and after the visit	8	40 per cent
(d) neither before nor after the visit	0	0 per cent

There was 100 per cent agreement by the student teachers that the college supervisors should confer with them after the classroom visit; however, 40 per cent felt that college supervisors should confer before the classroom observation.

Question 14. The conferences with the college supervisor usually lasted-

Answers	N	Percentage of responses
(a) less than ten minutes	3	15 per cent
(b) 10 to 30 minutes	7	35 per cent
(c) 30 to 60 minutes	8	40 per cent
(d) over 60 minutes	2	10 per cent
(e) no conference	0	0 per cent

All student teachers had conferences with their college supervisors. The mode length of student teacher-college supervisor conferences was reported to be between thirty minutes and sixty minutes. However, 35 per cent of the student teacher-college supervisor conferences lasted between ten minutes and thirty minutes.

Question 15. Do you feel your college supervisor was honest in evaluating your performance in the classroom?

Answers	N	Percentage of responses
(a) always	8	40 per cent
(b) usually	7	35 per cent
(c) sometimes	2	10 per cent
(d) never	3	15 per cent

The majority, i.e. 75 per cent, of student teachers reported that their college supervisors were usually or always honest in evaluating student teacher performance in the classroom. Twenty-five per cent of the student teachers had decided that their college supervisor was seldom, if ever, honest in evaluating them.

Question 16. Was your classroom supervisor present during conferences with your college supervisor?

Answers	N	Percentage of responses
(a) always	1	5 per cent
(b) usually	2	10 per cent
(c) sometimes	7	35 per cent
(d) never	10	50 per cent

The student teacher replied as follows when asked if the classroom teacher was included in the student-teacher-college supervisor conferences: "Always" - 5 per cent; "usually" - 10 per cent; "sometimes" - 35 per cent; and "never" - 50 per cent.

Question 17. Would you have liked your classroom teacher present during the conferences with your college supervisor?

Answers	N	Percentage of responses
(a) always	2	10 per cent
(b) usually	2	10 per cent
(c) sometimes	14	70 per cent
(d) never	2	10 per cent

The vast majority of student teachers, i.e. 70 per cent, would have liked their college supervisors to have included the classroom teacher in the student teacher-college supervisor conference some of the time.

Question 18. During the final visit by your college supervisor, would you favor a three-way conference between the student teacher, the cooperating teacher, and the college supervisor?

Answer	N	Percentage of responses
(a) yes	13	65 per cent
(b) no	4	20 per cent
(c) don't know	3	15 per cent

A conference during the last week of student teaching between the classroom teacher, the college supervisor, and the student was favored by 65 per cent of the student teachers and discouraged by 20 per cent of the student teachers. Fifteen per cent were undecided as to their opinion of the three-way conference.

Question 19. How would you like to be informed of your grade in student teaching?

Answers	N	Percentage of responses
(a) by the college supervisor	9	45 per cent
(b) by the supervising classroom teacher	4	20 per cent
(c) regular college grade slip	4	20 per cent
(d) director of student teaching	3	15 per cent

A majority of student teachers did not agree as to the best method of reporting their grades. A mode of 45 per cent was indicated in favor of having the college supervisor tell them their grade. However, 20 per cent of the student teachers wanted the classroom teacher to tell them the grade, and 20 per cent simply wanted to learn of their grades via the regular college grade slip. Finally, 15 per cent considered the director of student teaching to be the best person to tell them their grades.

Question 20. Do you favor continuing the Pass-Fail system of grading for student teaching?

Answers	N	Percentage of responses
(a) yes	15	75 per cent
(b) no	5	25 per cent

Seventy-five per cent of the student teachers preferred to be graded on a pass-fail system.

Student responses which fell within the category "Communication With and Helpfulness of the College Supervisor and the Classroom Teacher" will not be considered.

Communication With and Helpfulness
of the College Supervisor and
the Classroom Teacher

Five questions were included in the survey to determine student perceptions of: (1) their freedom to utilize their own ideas in the classroom, and (2) college supervisor's competency in knowledge of subject areas.

Question 21. Was your college supervisor competent in the subject areas and in giving appropriate suggestions and help for these different areas of learning?

Answers	N	Percentage of responses
(a) was competent in all areas	17	85 per cent
(b) competent only in certain areas	1	5 per cent
(c) was not competent in any area	2	10 per cent

The college supervisor was judged competent in his knowledge of subject areas by 85 per cent of the student teachers. Five per cent believed the college supervisor was competent in only one area, and 10 per cent of the student teachers reported that the college supervisor was not competent in any area.

Question 22. Was your college supervisor an encouraging and helpful individual?

Answer	N	Percentage of responses
(a) was always encouraging and sensitive towards my feelings	9	45 per cent
(b) was usually encouraging and sensitive towards my feelings	8	40 per cent
(c) was sometimes encouraging and sensitive towards my feelings	2	10 per cent
(d) was discouraging and disregarded my feelings	1	5 per cent

The majority of student teachers perceived the college supervisor as an encouraging and sensitive person; 45 per cent stated that the college supervisor was always encouraging and sensitive and 40 per cent said he was usually encouraging and sensitive. Concerning the negative responses to the question, 10 per cent responded sometimes, and 5 per cent stated that the college supervisor was discouraging and that he had disregarded the student teacher's feelings.

Question 23. Did the college supervisor encourage you to use your own teaching ideas and methods?

Answers	N	Percentage of responses
(a) always	6	30 per cent
(b) usually	9	45 per cent
(c) sometimes	5	25 per cent
(d) never	0	0 per cent

All the student teachers felt that their college supervisors expected some original teaching ideas from them. Thirty per cent "always" felt this encouragement of originality from the college supervisor, 45 per cent "usually," and 25 per cent "sometimes."

Question 24. Was your college supervisor accepting and tolerant of differing points of view?

Answer	N	Percentage of responses
(a) always	7	35 per cent
(b) usually	9	45 per cent
(c) sometimes	3	15 per cent
(d) never	1	5 per cent

When asked if their college supervisor was accepting and tolerant of different points of view, 35 per cent said "always," 45 per cent stated "usually," 15 per cent replied "sometimes," and 5 per cent responded "never."

Question 25. Did you feel your supervising classroom teacher allowed you freedom to experiment and use your own ideas?

Answers	N	Percentage of responses
(a) always	8	40 per cent
(b) usually	4	20 per cent
(c) sometimes	7	35 per cent
(d) never	1	5 per cent

Only 5 per cent of the student teachers felt the classroom teacher allowed them no opportunity to experiment, while 40 per cent felt they were always allowed to experiment. Another 35 per cent perceived some freedom to innovate and 20 per cent thought their classroom teacher usually allowed them flexibility for experimentation.

Results from student perceptions which fell in the category "Student Teaching Assignments" are presented below.

Student Teaching Assignments

The questionnaire contained two questions aimed at finding out student teachers perceptions of the college procedure for assigning student teachers to classrooms.

Question 26. What do you feel would be the most reasonable notification of the student teaching assignment?

Answer	N	Percentage of responses
(a) one week	0	0 per cent
(b) two weeks	0	0 per cent
(c) one month	12	60 per cent
(d) three months	8	40 per cent
(e) more than three months	0	0 per cent

Sixty per cent of the student teachers thought they should be notified of their classroom assignment approximately one month prior to leaving for their assignment. Three months notification of the assignment was thought to be reasonable by the remaining 40 per cent of the student teachers.

Question 27. Were you satisfied with the grade level assigned to you for your student teaching?

Answer	N	Percentage of responses
(a) yes	17	85 per cent
(b) no	3	15 per cent

Eighty-five per cent of the student teachers replied that they were satisfied with their student teaching grade level assignment; however, the remaining 15 per cent expressed dissatisfaction.

Questions concerning the category "Assignments Completed During Student Teaching" are given below.

Assignments Completed During
Student Teaching

The questionnaire contained four items which were designed to indicate student teacher perceptions concerning the various assignments they were asked to complete during the student teaching experience.

Question 28. The length of time of the student teaching experience in the classroom should be:

Answer	N	Percentage of responses
(a) six weeks	4	20 per cent
(b) nine weeks	5	25 per cent
(c) twelve weeks	10	50 per cent
(d) eighteen weeks	1	5 per cent

Twenty per cent of the student teachers wanted to have one six-week student teaching experience; 25 per cent thought the present nine-week program should be continued. It was interesting that 50 per cent would like to increase the experience to twelve weeks and one industrious student teacher wanted an eighteen week experience.

Question 29. Which of the following would you prefer?

Answer	N	Percentage of responses
(a) two, six-week student teaching experiences, one during the sophomore year and one during the senior year	5	25 per cent
(b) the present nine-week experience	6	30 per cent
(c) twelve weeks, six weeks in one classroom and six weeks in another	4	20 per cent
(d) twelve weeks in one classroom	5	25 per cent
(e) or?-	0	0 per cent

While the mode response, i.e., 30 per cent, wanted to continue the nine week student teaching experience, 70 per cent wanted some changes made. Three additional weeks of student teaching in the same classroom were desired by 35 per cent of the student teachers. While an additional 20 per cent wanted a twelve week experience, they desired six weeks in each of two classrooms. Twenty-five per cent of the student teachers wanted to student teach for six weeks during the sophomore year and six weeks during the senior year. No student teacher offered other alternatives.

Question 30. During the last week of the student teaching experience, usually the student teacher observes other teachers and classrooms in the school system.

Answer	N	Percentage of responses
(a) I am in favor of continuing this practice as is	7	35 per cent
(b) I am not in favor of this practice and find it of little value	0	0 per cent
(c) I would rather use one-half day, every two weeks to observe other teachers and classrooms	13	65 per cent
(d) or?--	0	0 per cent

No student teacher wanted to discontinue the practice of visiting other classrooms. While 35 per cent wanted to continue the current practice of visitation during the last week of student teaching, 65 per cent would rather visit other classrooms for one-half days, every two weeks.

Question 31. Did your college supervisor give you clear instructions as to the assignments to be completed during your student teaching? (For example: case study, unit study, lesson plans)

Answer	N	Percentage of responses
(a) directions were clear	16	80 per cent
(b) directions were somewhat confusing	1	5 per cent
(c) directions were not clear	3	15 per cent

The college supervisor was reported by 85 per cent of the student teachers to have given clear instructions as to the student teachers' responsibilities during student teaching. Five per cent felt the instructions were somewhat confusing and 15 per cent stated that the instructions were not clear.

Question 32. Of the specific requirements in the student teaching handbook (for example: case study, project reports, teaching unit)
Which was the most meaningful to you?
Which was the least meaningful to you?

Student teacher responses to this question are presented in Tables 1 and 2, pages 35 and 36, respectively.

Table 1

Student Teacher Perceptions of Most Meaningful
Requirements in Student Teaching Handbook

Category	N*
1. The unit study requirement was a valuable experience	11
2. A great deal was learned from doing the case study	9
3. I learned about student relationships from doing the sociogram	3
4. No comment	2

* N equals twenty-five because five student teachers each listed two requirements which were meaningful to them.

Apparently the case study and the unit study projects were considered to be valuable learning experiences. However, at least one of the requirements imposed upon the student teacher by the Department of Elementary Education was perceived by fourteen student teachers to have little value. Table 2, page 36, illustrates which requirements the student teachers felt were of little value.

Fourteen student teachers indicated that the project reports in the handbook were time consuming and of little value. Three students reported little value in preparing the case study which conflicts somewhat with the information in Table 1.

Findings in category five, "Perceptions of Post-student Teaching Seminar," are described following Table 2.

Table 2

Student Teacher Perceptions of Least Meaningful
Requirements in Student Teaching Handbook

Category	N*
1. The project reports in the handbook were time-consuming and meaningless to me	14
2. No comment	6
3. The case study was not meaningful because I did not fully understand how to do it, nor did I have access to enough background data.	3
4. The teaching unit was not meaningful because I had done others previously	1

* N equals twenty-four because four student teachers each listed two requirements which were meaningful to them.

Perceptions of Post-student
Teaching Seminar

Three questions were included in the questionnaire to obtain student teacher perceptions of the strengths and weaknesses of the post-student teaching seminar.

Question 33. Should the student teaching seminar be conducted:

Answer	N	Percentage of responses
(a) before student teaching	6	30 per cent
(b) during student teaching	3	15 per cent
(c) following student teaching	1	5 per cent
(d) two sessions - one before student teaching and one following student teaching	10	50 per cent

Fifty per cent of the students reported that the student teaching seminar should be conducted both before and after the student teaching experience. Five per cent indicated that the seminar should be held only after the student teaching experience. That the seminar should be offered during the student teaching experience was stated by 15 per cent of the student teachers. Finally, 30 per cent of the students suggested that they would prefer attending the seminar before the student teaching experience.

Question 34. Please tell what you like and dislike about the way the post-student teaching seminar is taught.

Student teacher responses to this question are presented in Table 3, page 38.

Seven student teachers indicated that the topics were valuable to them. Seven other students indicated that some of the topics should have been covered prior to student teaching to be of more value. Three student teachers would have liked more sessions in order to have a more

adequate coverage of the topics. Three student teachers indicated that several of the topics had already been presented in earlier

Table 3

Student Teacher Comments Concerning Post-
Student Teaching Seminar

Category	N*
1. Topics covered were valuable to me.	7
2. I needed to know several of the seminar topics prior to student teaching.	7
3. I would like to see the seminar held during mornings only.	4
4. No comment.	3
5. Many of the topics**had been covered previously in other method courses.	3
6. There were not enough meetings to cover the topics adequately.	3
7. Many of the homework assignments were meaningless to me.	2
8. Further planning concerning the presentations by the instructors would be helpful.	2

* N equals thirty-one because several student teachers made two or three comments.

** None of these three student teachers indicated what specific topics they considered repetitious.

methods courses and two student teachers suggested that the homework assignments were meaningless to them. Four student teachers believed

that the seminar should be held in the morning rather than split sessions (morning and afternoon) in order to allow for study in the afternoon. Finally, two student teachers reported their perceptions that the instructor might profitably spend more time preparing for seminar presentations.

Question 35. Before each of the following topics offered in the post-student teaching seminar, write: V = valuable, S = some value, N = no value

☐ Letter of application ☐ Interviewing ☐ Professional Associations ☐ Certification and Contracts ☐ GRE Test ☐ School Law ☐ School Finance ☐ School Discipline ☐ Discipline Readings ☐ Parent-Teacher Relations and Conferences ☐ Teacher Ethics ☐ Intra-Staff Relations ☐ Learning Disabilities ☐ First Day of Teaching ☐ Teaching Bookkeeping ☐ Personal Life of Teacher ☐ Education Writings ☐ Final Exam ☐ Empty Book ☐ Final Term Project

The student teacher's responses to this question are presented in Table 4, page 40.

Table 1, page 35, indicates in rank order the relative importance that the student teachers gave to each of the twenty post-student teaching seminar topics. Seminar topics ranked one through seven received at least one-half of the possible maximum calculated value. Topics ranked nine through twenty received less than one-half of the possible maximum calculated value.

Table 4

Student Ranking of Post-Student Teaching Seminar Topics

Rank	Topic	Number of Responses			Calculated Value ¹
		Valuable = 2	Some Value = 1	No Value = 0	
1.0	Certification & Contracts	19	1	0	1.95
2.0	School Law	17	3	0	1.85
3.0	Letter of Application	16	4	0	1.80
4.5	School Discipline	16	3	1	1.75
4.5	Teacher Ethics	16	3	1	1.75
7.0	Interviewing	14	5	1	1.65
7.0	Professional Associations	13	7	0	1.65
7.0	School Finance	13	7	0	1.65
9.0	Parent-Teacher Relations and Conferences	10	9	1	1.45
10.0 ²	First Day of Teaching	8	8	1	1.41
11.0	Learning Disabilities	9	10	1	1.40
12.0	Discipline Readings	8	10	2	1.30
13.5	Personal Life of Teacher	6	13	1	1.25
13.5	Education Writings	8	9	3	1.25
15.5	Intra-Staff Relations	6	12	2	1.20
15.5 ³	Teacher Bookkeeping	5	8	2	1.20
17.0	Final Exam	4	11	5	0.95
18.0	Final Term Project	2	13	5	0.80
19.0	Empty Book	7	8	5	0.75
20.0	GRE Test	2	10	8	0.70

40

¹Calculated value based on possible range from 2 (high value) to 0 (low value).²Only 17 of 20 responded to this item.³Only 15 of 20 responded to this item.

SUMMARY

This chapter presented a description of both the procedures used in the study and the findings from the returned research instrument.

Chapter Four contains the conclusions and recommendations for present and heuristic use.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contains a summary of selected findings from the literature, findings from the returned questionnaires, and conclusions and recommendations based on these findings.

Summary of the Findings from the Literature

Findings from the literature are divided into two parts:

(1) role of the college supervisor of student teaching, and (2) strategies that improve the student teaching experience and enhance the effectiveness of the college supervisor.

Role of the College Supervisor of Student Teaching.

1. Student teaching is universally accepted as the most dynamic phase of teacher education.
2. A strong relationship exists between the effectiveness of the college supervisor and the professional growth of the student teacher. Specific preparation for supervising student teachers was advised for college supervisors and only the most experienced and successful classroom teacher and college supervisor should be assigned such an important task.
3. The literature contains no specific answers to questions such as, "What is the overall value of student teaching?" or "What

should be the length and nature of the student teaching assignment?"

4. Generally, the college supervisor works with the student teacher throughout the student teaching assignment. College supervisors make regularly scheduled visits to the school where they usually serve as liaison between the college and the cooperating school. College supervisors are also considered co-workers with the classroom teacher and the principal in developing better student teaching programs and as a guiding force in the professional growth of the student teacher.

Strategies That Improve the Student Teaching Experience and Enhance the Effectiveness of the College Supervisor.

1. A supervisory approach to student teaching formulated within the framework of Flander's system of interaction analysis and microteaching is suggested by one researcher.

2. It may be more helpful for the college supervisor to help develop the student teacher's ability to be alert and thoughtful rather than to stress immediate teacher proficiency.

3. Both the classroom teacher and college supervisor should be flexible in allowing the student teacher to develop and attempt new approaches to teaching. Through this practice, the student teacher will develop a habit of creative teaching.

4. The college supervisor and the classroom teacher need to be able to communicate effectively with the student teacher if growth of

the student teacher is to occur at its maximum rate.

Summary of Information Derived
From the Returned Questionnaire

The information obtained from the questionnaire presented many interesting findings.

1. About one-half of the student teachers at Montana State University were supervised by regularly employed staff members during the Spring Quarter student teaching, 1972.

2. The majority of the student teachers preferred one college supervisor rather than two or more.

3. The overwhelming majority of student teachers would have liked to have met with their college supervisor prior to leaving the college campus for their student teaching assignment.

4. One-half of the student teachers felt they should be notified prior to visitation by the college supervisor. However, the remainder of the student teachers thought it appropriate to have an occasional surprise visit by the college supervisor. In actual practice, the college supervisors were reported to have notified the student teachers at least one day ahead of time in 50 per cent of the cases. The college supervisors were also reported to have notified the classroom teacher of upcoming visits in 50 per cent of the cases.

5. About one-half of the student teachers felt nervous anticipation concerning the initial visit of the college supervisor;

however, another 40 per cent viewed the college supervisor as a non-threatening resource person.

6. The college supervisor visited 45 per cent of the student teachers three times; however, 15 per cent of the student teachers were visited only twice, and 40 per cent were visited four or more times. When asked what would be the ideal number of visits by the college supervisor, the student teachers responded that the present practice of three visits would be appropriate.

7. The majority of student teachers thought the college supervisors should spend thirty to sixty minutes in the classroom per visitation. The student teachers responses indicated that the mode visitation was between fifteen and thirty minutes.

8. Sixty per cent of the college supervisors conferred with the student teachers following the evaluation, while 30 per cent conferred before and after the visit. When asked, about the ideal time for conference, the student teachers' replies were similar to the present situation. Thirty-five per cent of the conferences lasted between ten and thirty minutes, while 40 per cent lasted from thirty to sixty minutes. All students reported that they had a conference with the college supervisor each visit.

9. Only 40 per cent of the student teachers perceived their college supervisor to "always" be honest in their evaluation of the student teacher's classroom performance. Fifteen per cent of the

responses indicated that the college supervisor was "never" honest in his evaluation.

10. Of the student teachers, one-half indicated that the classroom teacher was never included in the student teacher-college supervisor conference. However, 70 per cent would have liked the classroom teacher to have been included "sometimes" in the conference. The final visit by the college supervisor is a time in which 65 per cent of the student teachers indicated they would have like a three-way conference.

11. The mode responses suggested student teachers would like to be informed of their grade in student teaching by the college supervisor. The present Pass-Fail system of grading student teaching was preferred by 75 per cent of the student teachers.

12. Eighty-five per cent of the student teachers felt that their college supervisor was competent in subject areas, in giving appropriate suggestions and help, and in being an encouraging and helpful individual.

13. Sixty per cent of the student teachers reported that they preferred at least thirty days notice of their student teaching assignments in order to make necessary arrangements.

14. Student teachers who indicated satisfaction with grade level assigned for student teaching totaled 85 per cent.

15. Fifty per cent of the student teachers believed that the present nine-week student teaching assignment should be extended to twelve weeks. Concerning the student teaching assignment to visit other classrooms during the last week of student teaching, 65 per cent of the student teachers indicated they would prefer using one-half day, every two weeks, for these visitations.

16. The majority of student teachers, that is 80 per cent, stated that their college supervisors gave them clear instructions as to the assignments that were to be completed during student teaching.

17. The unit study and the case study were reported by the student teacher to have been the most meaningful assignments, while the project reports in the handbook were considered time-consuming and meaningless.

18. The overwhelming majority of student teachers seemed to feel that the post-student teaching seminar was valuable. However, only 5 per cent of the student teachers believed the seminar should be held following the student teaching experience, the present practice. The remainder of the student teachers responded as follows: (1) 30 per cent favored the seminar prior to student teaching; (2) 15 per cent favored the seminar during student teaching; and (3) 50 per cent would have preferred that the seminar be divided into sessions; i.e., one before student teaching and one following student teaching.

19. A student ranking of post-student teaching seminar topics was compiled. The student teachers indicated that several topics (e.g., certification and contracts, school law, letter of application) were of high value to them. Conversely, other seminar topics (e.g., final term project, empty book, GRE test) were perceived by the student teachers as having little value. Student teacher perceptions of a particular seminar topic value may have been either negatively or positively influenced by the classroom presentation, without any reference to the value of the topic itself.

Findings from the literature review and from the returned questionnaire led to a number of conclusions.

Conclusions

The conclusions which follow are based on the preceding discussion of the findings from the literature and this study. These conclusions apply only to the elementary student teaching program at Montana State University during the Spring Quarter, 1972. These particular student teacher perceptions cannot be generalized as accurately reflecting the perceptions of student teachers at Montana State University during quarters preceding or following Spring Quarter, 1972.

1. The Director of Student Teaching should, whenever possible, notify student teachers of their student teaching assignment at least thirty days prior to the start of student teaching. At the time the

student teachers are notified of their student teaching assignments, one college supervisor should be assigned to each student teacher. The college supervisor should meet with his student teachers shortly after the Director of Student Teaching gives notice of whom the college supervisor is to supervise. This meeting should be held well in advance of the time the student teacher leaves the college campus for the student training assignment.

2. The college supervisor should make at least two pre-arranged visits to the classroom to observe the student teacher. At least one unannounced visit should also be made. These visits should last no less than thirty minutes and no more than sixty minutes. During the final visit to observe the student teacher, the college supervisor should hold a three-way conference with the classroom teacher and the student teacher.

3. The student teachers suggested several alternatives to the year in school that the student teaching experience take place and to the length of student teaching. The College of Education staff should consider the suggestions offered by the student teachers.

4. The College of Education staff should either justify to the student teachers the value of the project report assignments in the student teaching handbook or the assignments should no longer be made.

5. The general consensus of student teacher opinion indicated that the post-student teaching seminar was valuable; however, the

student teachers also thought many of the topics covered during the post-student teaching seminar were needed prior to the student teaching. The College of Education staff needs to give careful consideration to possible changes in the present sequential presentation of important topics to the student teachers. Possibly some of the topics covered during the post-student teaching seminar need to be covered prior to student teaching. In addition, some of the topics covered during the post-student teaching seminar seem to the student teachers to have little value.

6. Further study is needed in the area of student perceptions of their teacher training program. Before investigations are made, using this study's instrument, changes are necessary. Some questions need to be reworded, some need to be omitted, and some additional questions written. The index of judge agreement appears to be a useful means for classifying student teacher responses to open-ended questions.

Recommendations

The recommendations which follow may be considered by the personnel at Montana State University who are responsible for the supervision of elementary student teachers.

Recommendations to Continue Present College Practice.

1. When possible, student teachers should be notified of their student teaching assignments at least thirty days in advance.

2. Student teachers should be assigned to only one college supervisor.

3. The college supervisors should visit each student teacher at least three times during the student teaching quarter. Two of the visits should be arranged with the student teachers in advance and the other visit may be made without prior notice to the student teacher.

4. The Pass-Fail System of grading student teachers should be continued.

Recommendations to Change Present College Practice.

1. All college supervisors should meet with their student teachers before the student teachers leave the university campus for the student teaching assignment.

2. The length of each classroom observation should be between thirty and sixty minutes.

3. The college supervisor should hold a three-way conference with the classroom teacher, the student teacher, and himself.

4. The College of Education staff members should carefully review the length of the student teaching experience. A twelve-week student teaching experience may be more appropriate than the present nine-week experience.

5. The project report assignments in the student teaching handbook should be eliminated.

6. The College of Education staff members should reconsider the sequencing of topics presented during the student's training. Some of the lessons now presented during the post-student teaching seminar might be more valuable to the student teachers if taught prior to student teaching.

7. Student teachers should be allowed at least four observations in other classrooms during the student teaching experience. These observations might take place every two weeks, and be of help to the student teacher in selecting new and different techniques of instruction.

Recommendation for Further Research. Although the research instrument used in this study will need modification, this investigation should be used as a springboard for heuristic research.

APPENDIX

ELEMENTARY STUDENT TEACHER QUESTIONNAIRE

DIRECTIONS: CIRCLE the letter of the response which you consider the best choice. Please feel free to make any additional comments concerning any question or questions at the bottom of each page, or on the back of each page.

1. I was supervised by-
 - (a) Montana State University staff member
 - (b) Graduate Teaching Assistant (Thomas, Brown, Mader, Finstad)
 - (c) Resident supervisor (Ryder, Flynn)
 - (d) other
2. How many college supervisors would you like to observe your student teaching?
 - (a) none
 - (b) one
 - (c) two
 - (d) three
 - (e) four or more
3. Would it be helpful for you to meet with your college supervisor prior to leaving the college campus for your student teaching assignment?
 - (a) yes
 - (b) no
4. Should the student teacher be notified of the college supervisor's visits?
 - (a) always
 - (b) usually
 - (c) sometimes
 - (d) never
5. Were you informed of your college supervisor's visits at least a day ahead of time?
 - (a) always
 - (b) usually
 - (c) sometimes
 - (d) never

COMMENTS:

6. Did your college supervisor notify your cooperating teacher prior to the visit?
 - (a) always
 - (b) usually
 - (c) sometimes
 - (d) never
 - (e) don't know
7. How did you view the first visit of your college supervisor?
 - (a) with nervous anticipation
 - (b) as a necessary evil
 - (c) with pleasurable anticipation
 - (d) as a disturbing influence
 - (e) as a resource person
8. How many times were you visited by your college supervisor?
 - (a) once
 - (b) twice
 - (c) three times
 - (d) four or more times
9. How many times do you believe the college supervisor should observe your student teaching?
 - (a) once
 - (b) twice
 - (c) three times
 - (d) four or more times
10. With reference to every visit, what was the average length of the college supervisor's classroom visits.
 - (a) less than 15 minutes
 - (b) 15 to 30 minutes
 - (c) 30 minutes to an hour
 - (d) more than an hour
11. What should be the length of your college supervisor's classroom visits? (Observations and conferences)
 - (a) less than 15 minutes
 - (b) 15 to 30 minutes
 - (c) 30 minutes to an hour
 - (d) more than an hour
 - (e) no visit

COMMENTS:

12. The day of the college supervisor's visits, did you confer with him or her?
 - (a) before the classroom visit
 - (b) after the classroom visit
 - (c) both before and after
 - (d) neither before nor after
 - (e) no set pattern for conference-each visit different
13. When would you like to confer with the college supervisor the day of the visit?
 - (a) before the classroom visit
 - (b) after the classroom visit
 - (c) both before and after the visit
 - (d) neither before nor after the visit
14. The conferences with the college supervisor usually lasted-
 - (a) less than ten minutes
 - (b) 10 to 30 minutes
 - (c) 30 to 60 minutes
 - (d) over 60 minutes
 - (e) no conference
15. Do you feel your college supervisor was honest in evaluating your performance in the classroom?
 - (a) always
 - (b) usually
 - (c) sometimes
 - (d) never
16. Was your classroom supervisor present during conferences with your college supervisor?
 - (a) always
 - (b) usually
 - (c) sometimes
 - (d) never
17. Would you have liked your cooperating teacher present during the conferences with your college supervisor?
 - (a) always
 - (b) usually
 - (c) sometimes
 - (d) never

COMMENTS:

18. During the final visit by your college supervisor, would you favor a three-way conference between the student teacher, the cooperating teacher, and the college supervisor?
 - (a) yes
 - (b) no
 - (c) don't know
19. How would you like to be informed of your grade in student teaching?
 - (a) by the college supervisor
 - (b) by the supervising classroom teacher
 - (c) regular college grade slip
 - (d) director of student teaching
20. Do you favor continuing the Pass-Fail system of grading for student teaching?
 - (a) yes
 - (b) no
21. Was your college supervisor competent in the subject areas and in giving appropriate suggestions and help for these different areas in learning?
 - (a) was competent in all areas
 - (b) competent only in certain areas
 - (c) was not competent in any area.
22. Was your college supervisor an encouraging and helpful individual?
 - (a) was always encouraging and sensitive towards my feelings
 - (b) was usually encouraging and sensitive towards my feelings
 - (c) was sometimes encouraging and sensitive towards my feelings
 - (d) was discouraging and disregarded by feelings
23. Did the college supervisor encourage you to use your own teaching ideas and methods?
 - (a) always
 - (b) usually
 - (c) sometimes
 - (d) never
24. Was your college supervisor accepting and tolerant of differing points of view?
 - (a) always
 - (b) usually
 - (c) sometimes
 - (d) never

COMMENTS:

25. Did you feel your supervising classroom teacher allowed you freedom to experiment and use your own ideas?
- (a) always
 - (b) usually
 - (c) sometimes
 - (d) never
26. What do you feel would be the most reasonable notification of the student teaching assignment?
- (a) one week
 - (b) two weeks
 - (c) one month
 - (d) three months
 - (e) more than three months
27. Were you satisfied with the grade level assigned to you for your student teaching?
- (a) yes
 - (b) no
28. The length of time of the student teaching experience in the classroom should be-
- (a) six weeks
 - (b) nine weeks
 - (c) twelve weeks
 - (d) eighteen weeks
29. Which of the following would you prefer-
- (a) two, six-week student teaching experiences, one during the sophomore year and one during the senior year
 - (b) the present nine-week experience
 - (c) twelve weeks, six weeks in one classroom and six weeks in another
 - (d) twelve weeks in one classroom
 - (e) or?-

COMMENTS:

30. During the last week of the student teaching experience, usually the student teacher observes other teachers and classrooms in the school system.
- (a) I am in favor of continuing this practice as is
 - (b) I am not in favor of this practice and find it of little value
 - (c) I would rather use one-half day, every two weeks to observe other teachers and classrooms
 - (d) or?--
31. Did your college supervisor give you clear instructions as to the assignments to be completed during your student teaching? (For example: case study, unit study, lesson plans)
- (a) directions were clear
 - (b) directions were somewhat confusing
 - (c) directions were not clear
32. Of the specific requirements in the student teaching handbook (for example: case study, project reports, teaching unit)-- Which was the most meaningful to you?

Which was the least meaningful to you?

33. Should the student teaching seminar be conducted--
- (a) before student teaching
 - (b) during student teaching
 - (c) following student teaching
 - (d) two sessions--one before student teaching and one following student teaching
34. Please tell what you like and dislike about the way the post-student teacher seminar is taught.

COMMENTS:

35. Before each of the following topics offered in the post-student teaching seminar, write: V = valuable, S = some value, N = no value.

☐ Letter of application ☐ Interviewing ☐ Professional Associations ☐ Certification-Teacher Contracts ☐ GRE test
☐ School Law ☐ School Finance ☐ School Discipline
☐ Discipline Readings ☐ Parent-Teachers Relations and Conferences ☐ Teacher Ethics ☐ Intra-Staff Relations
☐ Learning Disabilities ☐ First Day of Teaching ☐ Teacher Bookkeeping ☐ Personal Life of Teachers ☐ Education Writings ☐ Final Exam ☐ Empty Book ☐ Final Term Project

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