



A study to determine the role perceptions and the prevalence of the use of generalists and specialists in higher education in Montana in the supervision of student teachers  
by Donovan Dean Miller

A thesis submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree of DOCTOR OF EDUCATION in Higher Education  
Montana State University  
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Abstract:

Miller, Donovan Dean, "A Study to Determine the Role Perceptions and the Prevalence of the Use of Generalists and Specialists in Higher Education in Montana in the Supervision of Student Teachers." Unpublished Doctor of Education Dissertation, Montana State University, 1973.

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A questionnaire was devised to determine the factors regarding personal data, institutional data, and an examination of the problem.

The questions covered material pertinent to the respondents' opinions on how they perceive their roles in regard to the supervision of student teachers. The questionnaires were sent to the entire population of college supervisors of student teachers in all four-year state-supported colleges and universities in Montana. Each item on the questionnaire was examined by means of a chi square statistic to determine whether or not significant differences existed in role perceptions between, generalists and specialists. Tables were used to show frequencies and percentages for each group of respondents.

In general, the results of the study showed that small colleges in Montana use more specialists than generalists; specialists have larger teaching loads; generalists visit their student teachers more often, hold more individual conferences and seminars; more generalists screen cooperating school teachers and advise the director: of student teaching more often when problems arise; specialists and generalists see their major problems differently; and both generalists and specialists feel that they are best suited to supervise elementary and secondary school student teachers.

A STUDY TO DETERMINE THE ROLE PERCEPTIONS AND THE PREVALENCE  
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EDUCATION IN MONTANA IN THE SUPERVISION  
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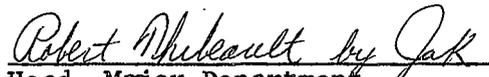
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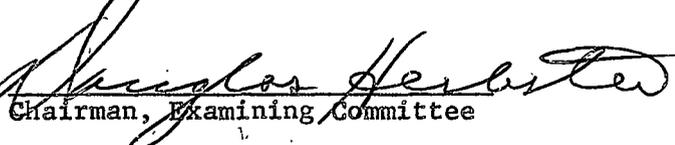
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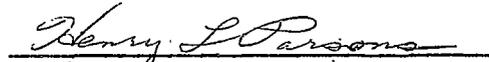
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## TABLE OF CONTENTS

	Page
VITA	ii
ACKNOWLEDGMENTS	iii
LIST OF TABLES	vi
ABSTRACT	ix
Chapter	
I. INTRODUCTION	1
Need for the Study	1
Statement of the Problem	6
Purpose of the Study	6
Questions to be Answered	6
Limitations	7
Definition of Terms	8
II. RELATED LITERATURE	11
Introduction	11
The Director of Student Teaching	13
The College Supervisor	15
Qualities and Characteristics of the College Supervisor	16
Responsibilities of the College Supervisor	18
Public Relationships With the Director of Student Teaching	22
Relations with the Supervising Teacher	22

Chapter	Page
Relations with the Cooperating School Administration	22
Working with Student Teachers	24
Seminars	26
Cooperation with Supervising Teachers	26
Problems of the College Supervisor	27
The Elementary and Secondary School College Supervisors	29
Generalists and Specialists	30
The Classroom Supervisor	32
III. PROCEDURES AND METHODOLOGY	37
Introduction	37
Description of Population	37
Method of Collecting Data	37
Hypothesis	38
Analysis of Data	39
Summary	39
IV. DESCRIPTION OF THE DATA	40
V. CONCLUSIONS AND RECOMMENDATIONS	87
Conclusions	87
Recommendations	91
APPENDIX A	94
APPENDIX B	96
BIBLIOGRAPHY	105

## LIST OF TABLES

Table	Page
1. Enrollment of Institutions Represented	42
2. Number of Student Teachers Expected During the Current Academic Year	43
3. Highest Degrees Held	44
4. Number of Years of Experience as a Supervisor of Student Teachers	45
5. Years of Previous Experience Reported by Supervisors	46
6. Teaching Load of Supervisors in Credit Hours	47
7. Percent of Time Spent in Student Teacher Supervision	48
8. Number of Student Teachers Assigned During Quarter or Semester	49
9. Number of Schools Visited by Supervisors During a Quarter or Semester	50
10. Maximum Travel Distance in Miles	51
11. Length of Time Spent in Conference with a Student Teacher During a Visit	52
12. Problems in Selecting Cooperating Schools	53
13. Number of Times Each Student Teacher is Visited	54
14. Number of Individual Conferences Held with Each Student Teacher	55
15. Number of Individual Conferences Held with Cooperating Teachers	56
16. Number of Individual Conferences Held with Cooperating School Administrator	57

Table	Page
17. Number of Three-Way Conferences Held with Student Teacher and Cooperating Teacher	58
18. Number of Required Student Teaching Seminars	59
19. Responsibility for Seminars	60
20. Supervisory Practices During Observation by Supervisor	62
21. Supervisory Practices Following Observation	63
22. Evaluation Procedures	64
23. Others Responsible for Evaluation	65
24. Preference of Evaluation Procedures	66
25. Best Time Initially to Observe Student Teacher	67
26. Best Time to Teach Methods	68
27. Supervisors' Expectations of Cooperating Teacher	70
28. Screens Cooperating Teachers	71
29. Facilitates Proper Assignment of Student Teachers	72
30. Advises and Counsels Student Teachers	72
31. Advises Director When Problems Arise	73
32. Facilitates Good Working Relationships Between College and Public School Systems	74
33. Arrives at Final Decisions on Problems Involving Student Teachers	75
34. Conducts Seminars for Student Teachers	76
35. Serves as a Resource Person; Disseminates Knowledge About Teaching to Faculty and Public School Personnel	76

Table	Page
36. Removes a Student Teacher from his Assignment	77
37. Teaches a Class	78
38. Factors in Effective Student Teaching Experience-- Rating by <u>Generalists</u>	80
39. Factors in Effective Student Teaching Experience-- Rating by <u>Specialists</u>	81
40. Type of Supervisor Seen as Best Suited to Supervise <u>Elementary School</u> Student Teachers	82
41. Type of Supervisor Seen as Best Suited to Supervise <u>Secondary School</u> Student Teachers	83
42. Advantages of the <u>Generalist</u> as a Supervisor of Student Teachers	84
43. Advantages of the <u>Specialist</u> as a Supervisor of Student Teachers	84
44. Major Purpose in Observing Student Teachers	85

## ABSTRACT

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The purpose of this study was to determine the role perceptions and the prevalence of the generalists and specialists in regard to the supervision of student teachers in Montana.

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The questionnaires were sent to the entire population of college supervisors of student teachers in all four-year state-supported colleges and universities in Montana. Each item on the questionnaire was examined by means of a chi square statistic to determine whether or not significant differences existed in role perceptions between generalists and specialists. Tables were used to show frequencies and percentages for each group of respondents.

In general, the results of the study showed that small colleges in Montana use more specialists than generalists; specialists have larger teaching loads; generalists visit their student teachers more often, hold more individual conferences and seminars; more generalists screen cooperating school teachers and advise the director of student teaching more often when problems arise; specialists and generalists see their major problems differently; and both generalists and specialists feel that they are best suited to supervise elementary and secondary school student teachers.

## CHAPTER I

### INTRODUCTION

Student teaching at Montana State University generally includes nine to twelve weeks of time for approximately nine to fifteen quarter hours of credit. There are twenty-six major fields of preparation in the area of professional education. Near the end of the successful completion of his course work, the student applies for and is assigned a student teaching position. During the student teaching period, he is supervised by a representative of the University. This college supervisor may be either a generalist or a specialist. The generalist is the supervisor assigned the responsibility for student teachers within a general area such as elementary education and/or secondary education. The specialist is the supervisor assigned the responsibility for student teachers within a specific discipline such as music, mathematics, etc. The differences in role perception and the prevalence of the different types were the areas of study of this thesis.

#### Need for the Study

A review of the literature in relationship to the specific responsibilities of the generalists and specialists in regard to their roles and their importance in the student teaching program indicates that the student teacher places a high level of importance on his experience in student teaching relative to his total experience in preparation for the teaching profession. This is the student's

introduction to the "real thing," and the college supervisor's role is analogous to the "clinical professor" in medical schools. He must serve as master teacher, diagnostician, problem-solver, and at the same time, keep the colleges aware of the subject matter that a future teacher needs to know.

In recent years, a great amount of concern has been shown by colleges, public schools, and lay people about the role of the college supervisor who represents the college in the student's experience.

According to Charles Silberman (1971, p. 452),

There is general agreement, for example, that supervision is something less than adequate, the most common complaint being that supervisors either have never taught the subject in question or have been out of the public school classroom so long that they have forgotten what it is like to teach. Lacking any conception of teaching, and of education, supervisors of student teaching tend to focus on the minutiae of classroom life, e.g., the fact that a child in the third row was chewing gum, rather than on the degree to which the student teacher was able to achieve his teaching objective, relate to students, or evoke their interest, or what have you.

While Silberman is not essentially an educator, he vocalized the feelings of many professionals. Conant (1963, pp. 142-144), in The Education of American Teachers, states:

---the one indisputably essential element in professional education is practice teaching. ---the clinical professor must be an excellent school teacher; he would not be expected to do research or publish papers. He must from time to time return to the school classroom as a classroom teacher. ---Most important of all, he can and should keep the subject-matter departments in the college or university alert in regard to what a future high school teacher needs to know. To this end, the subject-matter departments would have to go more than half way to meet the clinical professor.

Also, organizations such as the Association for Student Teaching, the National Commission on Teacher Education and Professional Standards, and the American Association of Colleges for Teacher Education have shown in their publications their preoccupation with the area of student teacher supervision by attempting to discover the roles of the principal, supervising teacher, and the college supervisor.

With the rapid growth of population since World War II, the demand for teachers reached an all time high, and colleges concerned with a student teaching program have tried to meet these demands by providing off-campus schools, expanding their present programs, and adding internship programs. But even before 1945, the student teacher programs underwent a great deal of change over the years since the first attempts at some form of providing practical experience for beginning teachers.

Until 1920 student teaching was a practical vocationally-oriented course regularly required in the elementary curriculum of normal schools; but student teaching at the high school level was offered and accepted for credit in relatively few universities in fewer liberal arts colleges, but routinely in those normal schools which had introduced secondary education curricula. Since colonial times, a substantial proportion of the graduates of liberal arts colleges had become teachers in academies and high schools without benefit of professional courses. Such college faculties had a strong aversion to offering student teaching at all and were especially opposed to giving credit for it toward a degree.

But in the years from 1920 - 1940, student teaching was almost literally legislated into the curriculum of most four year colleges and universities, because many states adopted laws or regulations requiring professional courses, student teaching, and a degree for certification to teach in high schools. In 1920 a small group broke away from the National Society of College Teachers of

Education and formed the Supervisors of Student Teachers which later became the Association for Student Teaching. Thus student teaching and other direct experiences in teacher education have evolved to the 1970's. The problems resulting from the expanding enrollments, the desirability of requiring five years for initial certification, the need for internships, plus the constant struggle to develop and maintain high quality experiences are some of the chief concerns of those who are responsible for student teaching and related experiences (Andrews, 1964, p. 15).

The importance of a good relationship between the supervisor and the student is emphasized by Jane Elliott (1961, p. 46):

One of the most intriguing prospects of a future in which most of the student teaching will be done away from the college campus and under the direct influence of public school personnel is the inevitable change which must result in the role of the college coordinator. His opportunities for service will change in character, if not in magnitude, and his purpose will change--a new kind of person for a new kind of job.

In this study, the writer tried to determine what the Montana teacher-preparation colleges and universities and their directors perceived as the role of the generalist and specialist. An attempt was made to determine if the roles coincided or overlapped and to determine what each college supervisor perceived as his role.

According to the Association for Student Teaching bulletin, Studying Role Relationships, there is a need for well-defined and delineated studies of role relationships as follows:

It is necessary to ascertain...identification of the responsibilities on which most consensus is held and the responsibilities on which there is disagreement among the holders of the same position as well as among holders of different positions. And further, to not only get indications of specific behaviors which should or should not be expected of position occupants, but to identify those behaviors for which consensus is viewed as less essential or non-essential (AST Bulletin no. 6, 1966, p. 17).

At any rate, the college supervisor's duty, whether he be generalist or specialist, is to further the goals of student teaching which, according to Andrews, are:

1. To provide for a concentrated period of growth in professional and personal attributes, understandings, and skills of the teacher.
2. To assist a student to discover if teaching is what he really wants to do, and actually can do.
3. To permit a student to demonstrate that his ability and potential warrant recommendation for a teaching certificate (p. 20).

In a study conducted at Montana State University (Stagg, 1968, p. 10) concerning problems of student teachers, it was found that:

1. A big majority of student teachers were displeased with portions of student teaching.
2. Considerable variation existed between programs.
3. Considerable variation existed between elementary and secondary student teacher programs and between expressed attitudes of the two groups.
4. The role of the college supervisor was assessed quite differently by the various members of the student teaching team. More agreement was found between other members of the team than between any member and the college supervisor.

Consequently, there is a need for more study concerning role perceptions and use of the college supervisor, for, as Silberman (1971, p. 451) has stated:

To the extent to which they value any aspect of their professional education, teachers generally cite practice teaching as the most valuable -- sometimes the only valuable -- part. Critics of teacher education too, all agree that whatever else might be dispensable, practice teaching is not.

### Statement of the Problem

The problem of this study was:

1. To determine the prevalence in Montana of the generalist and specialist staff or combinations thereof.
2. To ascertain the difficulties and degree of difficulty, if any, in the roles of the generalist and specialist in the supervision of student teachers.
3. To distinguish between the perceived and actual roles of the generalist and specialist.

### Purpose of the Study

The purpose of this study was to determine the role perceptions and the prevalence of the generalists and specialists in regard to the supervision of student teachers.

By determining what is being done in Montana colleges and universities in respect to the roles of the generalists and specialists, this study attempts to show whether or not there is confusion or an overlapping of role perceptions on the part of generalists and specialists in the supervision of student teachers.

### Questions to be Answered

Some questions to be answered were:

1. Is the use of the generalist or specialist or a combination of the two in most common practice in Montana?
2. How are they used?

3. What are the characteristics of the roles of the generalist in relation to the supervision of student teachers? Of the specialist? What are their perceptions as strengths and weaknesses or both?
4. What are the roles of both generalists and specialists including the major differences and similarities?
5. Is there a difference in role perceptions between the elementary and secondary supervisor?
6. Do generalists and specialists view their major problems differently?
7. Do generalists and specialists differ in their methods and practices of supervising student teachers?
8. Do generalists and specialists differ in the extent of administrative responsibility for the student teacher program?
9. Do generalists and specialists differ in academic degrees held or experience in the field?
10. Is there a difference between generalists and specialists in time, scope, or sequence of student teacher supervision?

#### Limitations

All five four-year state supported colleges and universities in Montana involved in a student teaching program which use for their supervisors either generalists or specialists were used in the study.

These include:

1. Montana State University, Bozeman.
2. University of Montana, Missoula.
3. Western Montana College, Dillon.
4. Eastern Montana College, Billings.

5. Northern Montana College, Havre.

By limiting the study to this geographic area, the total population could be used.

The study encompassed the time span of autumn quarter, 1972. The facilities and resources of the Montana State University Library, Bozeman, Montana, were used for a source of materials in the study.

Definition of Terms

The definitions of terms one through four were taken from Student Teaching by L.O. Andrews (1964, p. 9). Definitions six through nine were taken from Guiding Your Student Teacher by Curtis and Andrews (1954, pp. ix - x). Definition ten was taken from "Proposed Guidelines for Student Field Experiences" (Richardson, 1968, p. 2).

1. Professional laboratory experiences.--All those contacts with children, youth, and adults in school and community, including observation, participation, teaching, and other leadership activities which make a direct contribution to an understanding of basic concepts and principles as well as of individuals and their guidance in the teaching-learning process.
2. Laboratory school.--A school either on or off campus in which the operation, curriculum functions, or selections of staff, or any combination of these are controlled wholly or

in part by the college.

3. Cooperating school and cooperating school district.--  
A school or school system which provides facilities for professional laboratory experiences for college students, but which is neither controlled nor supported by the college.
4. Clinical experience.--Carefully planned student contact with individuals and very small groups of learners under the direct supervision of skilled practitioners with the student making diagnoses, prognoses, and projecting treatment plans for individuals with learning problems.
5. Student teaching.--A period during which the student receives guidance in learning to assume responsibility for the major activities of teachers in the public schools.
6. Student teacher.--Term used for any college student engaged in the specific experience defined as student teaching.
7. Cooperating teacher.--Public school classroom teacher who supervises student teachers.
8. Supervising teacher.--Same as cooperating teacher.
9. College supervisor.--College faculty member who assumes responsibility for supervising or coordinating the direction of the student teacher's activities. He is responsible for assisting the cooperating teacher in planning the student teacher's activities, directing those activities, and

evaluating the student growth. The term consultant is basically the same.

10. Director of student teaching.--That individual charged with the over-all field experience program at the teacher education institution. He coordinates the combined efforts of the student field experience staff.
11. Coordinator of student field experiences.--Same as director of student teaching.

In addition, the following terms are used throughout the study:

1. Generalist.--The supervisor assigned the responsibility for student teachers within a general area such as elementary education and/or secondary education.
2. Specialist.--The supervisor assigned the responsibility for student teachers within a specific discipline, such as music, mathematics, physical education, etc.

CHAPTER II  
RELATED LITERATURE

Introduction

For the purpose of statistical comparison, this study followed closely a study conducted in 1970 at the University of Northern Colorado by Dr. Douglas L. Herbster, the results of which are contained in an unpublished dissertation. Dr. Herbster conducted research in the use and perceptions of generalists and specialists at colleges and universities in Colorado and Wyoming and found that there was a significant difference in the prevalence and perceptions between the two groups. Among the findings, was the fact that generalists spent more time consulting student teachers than did specialists, that generalists worked with more student teachers, that there was a difference in responsibility for evaluation and that many generalists had previous experience as elementary or secondary teachers while specialists were mainly college teachers previously.

The same study found that the directors of student teaching generally worked without written job descriptions, an overwhelming majority did not feel that administration of student teaching was their objective in life, and that one of the major problems of all was finding competent cooperating teachers and quality programs in the cooperating schools.

The goal of the student teaching program is to develop fully the teaching ability of the teacher through supervised practice resulting in

better teaching practices, confident teachers, and more learning for pupils. Student teaching experience is usually required of nearly all of the 1,200 teacher education programs in the United States. Many educators believe that this experience comprises the most important aspect of teacher education. According to Conant (1963, p. 212), no group or authority calls for the de-emphasis of this aspect of teacher preparation. He believes that careful provision of examination of the student teacher in the actual act of teaching will be the most effective device by which to insure itself of competent teachers. He sees it as the one undisputably essential element in teacher education.

In a study conducted at the University of Texas, 98.3 percent of former student teachers felt that student teaching had been of great or significant help, and only 1.7 percent reported that the experience had been of little value (Bennie, 1964, p. 133).

There are, however, many differences in the student teaching programs throughout the United States and a divergence in the roles of those who participate in the laboratory experience. According to L. O. Andrews (1964, p. 6):

Nowhere are the vast extremes between excellence and inadequacy in student teaching more striking and more shocking than in the dimension of quality. Some student teachers have a skillfully guided growth experience which leads them to an artistic and professionally effective performance in directing learning while others have a continuously frustrating, emotionally disturbing experience during which they receive little positive direction or assistance, and may in fact learn unwise and professionally unsound procedures.

Leadership of the student teaching programs is the variable which can create the excellence or inadequacy of the laboratory experience referred to by Andrews. This study was done to provide a means by which a better determination of the role of the college supervisor of student teachers can be made. A summary of the characteristics, responsibilities, and roles of other major participants is also included.

#### The Director of Student Teaching

The director of student teaching is the one person responsible for the administration of the student teaching program of an institution. He functions in the role of coordinator of the total program interpreting it and the needs of the college or university to those involved. He relates to all phases of teacher preparation and to all aspects of instruction and administration (Herbster, 1971, p. 14).

Ishler (1967, p. 30-31) describes the director as one who:

---should have time and support to consolidate teacher education endeavors of all personnel on and off campus. He should represent the college or university in state and national organizations. He must discover ways to rise above detail activities like budget making, interviewing, selection and assignment to the point where he can give real leadership to college supervisors and cooperative teaching center personnel in their efforts to improve the student teaching experiences. As a specialist in teacher preparation, he has a major role to play in the exploration of ways to apply the analytical study of teaching to the clinical situation. He needs to see himself as an integral part of his institution's teacher education program.

In a study conducted by Griffith and Martin (1968) for the Association for Student Teaching, it was found that of 425 directors of student teaching in a sample of American colleges and universities, 85.9 percent were male, and 76 percent were over 40 years of age. Ninety-nine percent had masters or higher degrees, 52.4 percent had doctorates of education, 25.4 percent had doctorates of philosophy, and 21.4 percent had masters degrees (pp. 5-6). Although there was no particular majority of directors who majored in any one particular field as undergraduates, 19.5 percent were English majors, 16 percent were elementary education majors, 11.8 percent were history majors, and 9.6 percent majored in mathematics. The average years of teaching experience was 10.9 years, and when they first entered a doctoral program, most of them chose programs that used professional educational content as basic subject matter for the degree (pp. 10-12).

The work load varied from one hour per week directing student teaching to 20 hours per week. Sixteen percent directed student teaching one to five hours per week, 20.1 percent directed six to ten hours, 11.8 percent directed eleven to fifteen hours, and 15.6 percent had a student teaching work load of sixteen to twenty hours per week. The mean work hours per week for all 425 directors was 16.9 (pp. 15-16).

This study also found that among the responsibilities of the directors of student teaching, the following were most often mentioned:

1. Placement of student teachers
2. Supervision
3. Conducting seminars
4. Preparation of student teaching budget
5. Selection of college supervisors
6. Selection of coordinators of resident centers
7. Orientation of new college supervisors
8. Provision of in-service programs for classroom supervisors
9. Research programs in student teaching (pp. 59-60).

According to Aleyne Haines (1960, p. 37), there are three main functions of the director of student teaching:

1. A public relations and liason person between the public schools and the teacher education institutions.
2. A supervisory instructor for the student teacher.
3. A co-worker with the principal and cooperating teacher in the analysis and guidance of the student teacher's experiences in the public schools.

#### The College Supervisor

Known by many terms such as college consultant, off-campus supervisor, resident supervisor, resident coordinator, area supervisor, and area coordinator, the college supervisor, according to Andrews (1964, p. 11), is a regular college 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.

Qualities and Characteristics of the College Supervisor

According to the Committee on Standards (Association for Student Teaching, 1968, pp. 6-7), the college supervisor should:

1. Present evidence of having had at least three years of successful teaching experience at the level he is to supervise.
2. Have completed or be currently enrolled in an advanced graduate program related to the supervision of student teachers; a completed doctor's degree is recommended.
3. Know the roles of others in the teacher education program.
4. Understand the programs, personnel, and problems of the cooperating school, especially at the level where he supervises.
5. Be a student of teaching and learning and be able to separate these concepts from the mass of folklore, clichés, and intuition that often pass for knowledge about teaching. Be able to analyze, examine, and conceptualize the teaching act in light of an appropriate theory of learning.
6. Be able to utilize recent developments and trends in order to demonstrate good teaching at the classroom level where he is working.
7. Accept willingly the opportunity to serve in the capacity of college supervisor.
8. Know the structure and inquiry procedures of the subject matter at the level he supervises.
9. Display leadership skill in working with people.
10. Demonstrate ability to work effectively with persons of all levels of professional sophistication and status on a one-to-one basis as well as in groups.

11. Possess a thorough understanding of student teaching and wide knowledge of many student teaching programs and practices.
12. Innovate and put ideas to the test.

In a national survey of student teaching programs, the following characteristics were found to be important (N.E.A., 1966, p. 69):

1. Good human relations skills.
2. Knowledge of teaching methodology.
3. Commitment to supervision.
4. Knowledge of subject matter.
5. Possession of a doctor's degree.

Obviously, good human relations skills are of utmost importance inasmuch as the college supervisor must cultivate a workable relationship between and among so many people who make up the student teaching team. Among these skills, Briggs (1963, p. 294) lists as being important the attributes of sincerity, empathy, tact, openmindedness, intellectuality, good personal appearance, creativity, objectivity, inspiration, habits of good workmanship, and respect for people.

The Committee on Standards for the Association for Student Teaching (1968, pp. 8-10) sees the relationship of the college supervisor with the total program as being directly integrated with the characteristics of the supervisor:

1. The academic committee must be committed to participation in the teacher education program.

2. Student teaching must be an integral part of the teacher education program.
3. Student teaching must be a partnership program.
4. The roles of personnel involved in student teaching must remain flexible, although clearly defined.
5. Colleges should assign as college supervisors members of the faculty who are on regular appointment.
6. Institutional philosophy and policies guiding the workload, promotion, and rank of qualified college supervisors should be consistent with those for other faculty members.
7. The role of the college supervisor in the field should be integrated with his role on campus.
8. The work of college supervisors must be effectively coordinated by a designated person with vision and an understanding of teacher education.
9. The role of the college supervisor should be so designed so that he is an agent for interpreting to others the responsibility which the total profession of education has for improving the education of teachers.
10. State boards of education should support student teaching programs financially to the extent that recommendations related to the selection and function of the college supervisor may be realized.

#### Responsibilities of the College Supervisor

In general, the responsibilities of the college supervisor are more broad than just the simple observation and evaluation of the student teacher. Ishler (1967, p. 31) mentions three crucial responsibilities:

1. Bringing the college and the public school into effective partnership in teacher preparation, improvement of curriculum and instruction, and promotion of mutual understanding and support for teacher education.
2. Playing a major role as instructional leader by emphasizing the study and analysis of teaching as a fundamental concern of student teaching.
3. Establishing a team relationship with members of the teaching center faculty, and serving as a worthy representative of the college faculty.

The Commission on Standards for Supervising Teachers and College Supervisors (Association for Student Teaching, 1968, pp. 5-6) further delineates the responsibilities of the college supervisor as follows:

1. Assisting the director of student teaching in the assignment of student teachers and recommending reassignment when necessary.
2. Orienting the student teacher to the school environment in which they will do their student teaching.
3. Establishing and maintaining good relationships between colleges and cooperating schools.
4. Acquainting cooperating school personnel with the philosophy, obligations, organization, and content of the teacher education program.
5. Learning the philosophy, objectives, organization, and content of the cooperating school program.
6. Helping supervising teachers and other members of the supervisory team to understand and hence to improve their performance in their supervisory role in the teacher education program.
7. Working with college and cooperating school personnel in planning an appropriate program of experiences for student teachers.

8. Observing and conferring with student teachers in order to help them improve their instructional practices through clinical experiences in which the teaching-learning situation and related planning and evaluation activities are examined.
9. Consulting with supervising teachers and other professionals in order to analyze the performance of student teachers and plan experiences that will lead to their greater understanding and, therefore, to the improvement of their teaching.
10. Counseling with student teachers concerning problems of adjustment to their teaching role.
11. Conducting seminars or teaching courses designated to supplement and complement student teaching experiences.
12. Consulting with cooperating school personnel on curricular, instructional, and organizational matters when requested.
13. Analyzing and refining their own professional skills.
14. Cooperating with other college and school personnel in evaluating and refining the teacher education program.

Andrews (1964, pp. 64-67) sees the responsibilities of the college supervisor as:

1. A liason agent between colleges and schools.
2. A placement and planning coordinator.
3. One who establishes good relations with cooperating teachers.
4. A supervisor of student teachers.
5. An evaluator of student teachers.
6. One who provides services to schools.
7. One who provides services to colleges.

In a survey of university consultants, student teachers, public school administrators, and supervising teachers conducted by Southern Illinois University, the roles of the college supervisor were developed according to the following scheme of answers to a questionnaire (Neal, Kraft, and Kracht, 1967, p. 24):

1. Liason, as a link between university and public school is most significant.
2. Helping student teachers, guiding them into careers and encouraging them to take full advantage of this important experience.
3. Carries out university responsibility to the student teacher, who remains a university student.
4. Works toward the common goal of improving instruction in secondary schools.
5. Acquaints and interprets student teaching program to the cooperating public school teacher, helping the supervising teacher to understand and assume his role, answering questions, and providing basic criteria for evaluation for the student teacher.
6. Evaluation of the program in the public school and of the student teacher's work.
7. Provides continuity of program and structure, through consultation rather than supervision.
8. Serves as a resource person in offering guidance and help in professional growth.
9. Provides preventive supervision to avoid minor difficulties, misunderstandings, and personality conflicts.
10. Serves as good-will ambassador of the university.
11. Aids the student teacher in placement for a teaching position.

### Public Relationships--With the Director of Student Teaching

The college supervisor can provide information to the director of student teaching that will aid him in placing student teachers in the proper subject areas and levels. The college supervisor's direct knowledge in this area can fill the vacuum between the director of student teaching and the cooperating school (Herbster, 1971, p. 17).

### Relations With the Supervising Teacher

The cooperating teacher can be made aware of the kinds of supervisory assistance he or she can expect to be given, the frequency and duration of proposed observations, needs for conferences, and continuous evaluation of growth through individual conferences and group meetings with the college supervisor (Herbster, p. 17). By providing information regarding the student teacher's background, preparation and special circumstances, a sense of teamwork can be accomplished.

### Relations With Cooperating School Administration

Edwards (1961, p. 9) feels that a college supervisor should express the appreciation of the college and student teaching department for the services of the cooperating school, its personnel, and facilities. He should express a shared interest in the pupils and program of the school, and ask that the administrator share in the responsibility for the guidance of the student teacher. In a conference period prior to the induction of a student teacher into the cooperating school, the

administrative aspects of the student teaching assignments might be discussed. Information about the student teacher might be shared and the kinds of experience needed during student teaching covered through discussion.

Herbster (1971, p. 18) suggests that the college supervisor is in a position to build good inter-relationships between the college and the cooperating school. In order for the student teacher to have a successful experience, there should be no misunderstandings or tensions between any of the participants of this experience. The college supervisor knows the most about the roles and expectations of the others and about what the student teacher's experience should be.

Edwards (1961, p. 5) suggests the following as situations in which the college supervisor can build better relationships:

1. Provide social occasions for persons working with student teachers. Coffee hours, teas, luncheons, dinners, etc., are conducive to building rapport in a more direct, person-to-person way. This provides an opportunity for participants to know each other better and to share a free exchange of ideas and experiences.
2. Host a workshop for cooperating supervising teachers or a series of conferences for cooperating personnel. At this time, ideas and problems of student teaching could be discussed, and role expectations and responsibilities defined.
3. Offer in-service classes taught by a college consultant. He is instrumental in encouraging present or potential supervising teachers to attend. It should be emphasized that experience enables them to offer something to the class, not that they are doing an inadequate job and need the course. Tact is very important.

4. Makes available to cooperating school administrators and supervising teachers bulletins, handbooks, printed materials which aid them in working more efficiently with student teachers.
5. Acts as consultant for cooperating school in curriculum planning or evaluation.
6. Creates a better understanding of the teacher education program--speaks to P.T.A., clubs, and career day meetings.
7. Attends public school functions--luncheons, programs, and assemblies.
8. Visits and becomes acquainted with teachers and administrators in the lounge or the lunchroom. Uses every opportunity to build better communications with those with whom he works.

#### Working With Student Teachers

The individual conference with the student teacher following observation of the classroom situation by the college supervisor is very valuable to the intern and provides answers to his specific, individual problems that might not be answered in any other way. Counseling skill may be very helpful to the college supervisor in situations in which the problems are emotional and personal such as in areas of human relationships, professional ethics, and conflicting philosophical beliefs.

One of the trends of student teacher supervision has been toward a more systematic approach as Margosian (1964, p. 39) suggests in which his "clinical supervision" consists of:

1. Collecting all observable data during the student teacher's conducting of a lesson.

2. Analyzing the data to determine character patterns in the student teacher's teaching behavior.
3. Discussing these patterns with the student teacher.

With this procedure, the college supervisor can compile, in a systems approach way, observable interaction patterns which can be analyzed in conference later, and an attack on the problems planned jointly for the next lesson. Although this type of procedure can lead to inhibitory restrictions on the student teacher, it does provide, as Margosian implies, a more systematic and skillful approach than is sometimes used especially when one considers the time limits involved in supervision.

Other attempts at systems approach analysis of student teacher supervision include Flander's Interaction Analysis (Flanders, 1962) in which verbal behavior of the student teacher is catalogued by the supervisor on a scale from one to ten. The supervisor must decide where among the categories each utterance of the student teacher falls and place a check mark in the appropriate area. Later, in conference, an analysis is made and the student teacher is shown where he has demonstrated desirable and undesirable verbal behavior. Problems common to this type of scale generally come from the fact that the supervisor is not skilled enough to make the judgments necessary, the children's responses are not recorded which can make a tremendous difference in analyzing the teacher's verbal behavior, and quite often the scale is used to evaluate the student teacher's performance which

was never the intention of the procedure (Silberman, 1971, p. 455).

### Seminars

One method of making theory and practical experience meet in student teacher supervision is the scheduled meetings of the groups of student teachers with the college supervisor. Here, the student teacher can get a valuable opportunity to discuss real, current problems of day-to-day teaching and receive help when it is most needed. Many common problems can be analyzed and solved in these sessions as well as problems of public schools in general. The skillful college supervisor can use these meetings to relate the theoretical aspects of teaching to what the interns are actually observing from day to day and so aid in the growth of developing professionals.

### Cooperation With Supervising Teachers

The classroom supervisor is an extremely important part of the student teaching team and, consequently, must be kept within the circle of student teacher supervision by the college supervisor. The classroom teacher must feel that he has a part in the total picture. The college supervisor should use skill in his relations with the classroom teacher to avoid any chance of his feeling threatened. The classroom teacher should be contacted before the observation and afterward to ensure that a real joint effort is being made to help in the development of the student teacher.

Problems of the College Supervisor

Perhaps the major difficulty of the college supervisor is the fact that apparently few people, including himself, are sure of what his role is. Quite often he is not considered a regular faculty member by his colleagues but must represent the university which employs him. Consequently, he frequently falls short of the expectations made of him by the university, the student teachers, and the classroom supervisors. He may instill fear in the student teacher who may feel that his total efforts are aimed at evaluation and cause consternation on the part of the classroom supervisor who may believe that he is there to disrupt his classroom situation. And since the university frequently does not consider him a real staff member, he is not kept informed of course requirements, tuition, and admissions procedures, and, consequently, is unable to answer questions concerning these areas. (Silberman, 1971, p. 453).

The work load of the college supervisor is so variable across the United States that no definite statements can be made. A study by Woodruff in 1960 indicated that the range of student teachers per college consultant might be anywhere from 12 to 64 annually (AST Year-book, 1964, p. 14).

Most of these problems could be avoided by a clear, decisive role definition with written job descriptions by the colleges and universities for the college supervisors. In a program which is so

important in teacher education as the student teacher program, it is not surprising that, as Silberman (1971, p. 451) points out:

Compared with the kind of clinical training teachers should and could receive, practice teaching falls woefully short of the mark.

In an Association for Student Teaching bulletin, Edwards (1961, pp. 2-3) suggests blocks to good relations between the college supervisor and the classroom supervisor:

1. The college supervisor (consultant) does not feel accepted and needed by the student teacher and/or the supervising teacher. His suggestions and guidance are of little value and he is made to feel he is operating on a purely theoretical level.
2. The student teacher feels threatened by his assignment, believing the college supervisor (consultant) and the supervising teacher are united in intent to discover mistakes and point out inadequacies.
3. The supervising teacher feels upset by the presence of the student teacher in the classroom and regards the college supervisor (consultant) as a status person who will be dictatorial in regard to what the student teacher is to do during his assignment.
4. The cooperating school administrator fears that the college supervisor (consultant) will be critical of his administration of the school, of school facilities, and the ability of individual teachers.

Student teacher supervision is a matter of teamwork by all members, and its success or failure is determined by the amount of understanding and cooperation given by each member of the team. They should understand their particular roles and the roles of the other members involved so that there can be free communication both

horizontally and vertically.

This communication of role responsibility is particularly important in the relationship between the college supervisor and the classroom supervisor. The college supervisor must guard against any activity that may threaten the classroom supervisor or cause feelings of insecurity to arise (AST Yearbook, 1966, p. 88).

In particular, the student teacher should know that his classroom supervisor is responsible for the teaching-learning situation and has complete authority in this realm. On the other hand, the student teacher must look to the college supervisor for evaluation, and he must accede to his immediate control. Any confusion of roles in these areas can result in inefficiency, awkwardness, and a poor student teaching experience.

#### The Elementary and Secondary School College Supervisors

Although the elementary school supervisor of student teachers is usually by necessity a generalist, in that he must supervise student teachers in many areas of specialization, there are elementary school specialists in the field who concentrate on a specific aspect of instruction. According to the Association for Student Teaching (AST 47th Yearbook, 1968, p. 106), most colleges and universities concerned with the training of elementary school teachers use the separate discipline approach in which the student must successfully complete various academic courses as well as courses in education. For example,

along with his English literature and English Composition courses, he must pursue teaching Reading in the Elementary School and Children's Literature. In conjunction with his general mathematics course, he must also complete Mathematics in the Elementary School. Consequently, the elementary teacher is a generalist himself, and in most instances, the college supervisor must, by necessity, be a generalist.

There are, however, in such areas as art, music, and physical education, elementary school specialists in the schools as well as specialist college supervisors of elementary school student teachers. In these areas in which the student teacher is a specialist, he is supervised by a specialist from the college, and some conflict has arisen between the generalists and specialists concerning role definition. One of the problems is the question of which type of supervisor is of more benefit for the student teacher.

#### Generalists and Specialists

Although much has been written concerning student teaching and the student teaching team, very little has been said regarding the roles of a generalist or specialist as the college supervisor (Herbster, 1971, p. 24). According to Andrews (1964, p. 87), there are some critical factors which have a genuine bearing on the quality of a student teaching program.

Should colleges assign supervisory staff to work as general of special area supervisors? Should faculty members be prepared and assigned as general college supervisors over student teachers

in a single subject field or a narrow range of fields, or should general supervisors (consultants) be assigned to cover just a few related subject fields and have several specialists in these same specific fields serving as consultants?

Conroy (1969, p. 13) defines the roles of the generalist and specialist according to their background and duties:

A generalist is assigned student teachers in all areas of subject matter in one or more elementary or secondary schools within the same district. Although he cannot be competent in all subject areas taught, he can make general recommendations on teaching strategy to the student teacher. He relies on the supervising teacher to check the student teacher's accuracy in the actual content taught and for suggestions regarding those techniques that are unique to the subject. He can advise on general student teaching problems such as objectives, failure to properly motivate a class, lack of organization due to poor planning, and the failure to identify objectives or to provide for individual differences. This consultant works in a more concentrated geographic area and is able to visit his student teachers more frequently, as well as holding frequent seminars with the group. This person would need to have classroom teaching experience and skill in human relations, and must be knowledgeable concerning goals and curriculum of the elementary or secondary school, general teaching methods, evaluation techniques, and educational psychology.

If the consultant is a specialist, he requires all the same traits and abilities as well as the need for a firm grasp of the content area. There is always the possibility that a specialist in a subject area will "oversupervise." He may, however, feel more comfortable in supervising one or two subject matter areas. In these fields, he can establish rapport with the classroom teacher and the student teacher by revealing his sympathy for their concerns and by making meaningful suggestions toward improvement of the problems involved. If he can help and sympathize with the student teacher's individual problems related to a particular subject matter, he will be a welcome addition to the situation.

Herbster (1971, p. 26) suggests another possible arrangement and use of the specialist and generalist in what he calls the team approach. A team would include one specialist in the subject matter and one

education specialist. The specialist in subject matter would be able to focus on content areas while the education specialist would focus on the skill. Depending upon the personalities involved in this arrangement, a more effective approach might be achieved through the more nearly balanced use of personnel.

### The Classroom Supervisor

The classroom supervisor plays an extremely important part in the preparation of teachers, for he is in a position of great influence over the neophyte teacher. According to the Association for Student Teaching (AST Thirty-Eighth Yearbook, 1959, p. 10),

There are two broad types of supervising teachers who work with student teachers--the laboratory school supervising teacher and the cooperating school supervising teacher of student teachers. There are similarities in professional preparation, but the laboratory school supervising teacher generally is better prepared professionally and specifically trained for her work with student teachers. She sees working with student teachers as a definite part of the responsibilities in her job. The cooperating school supervisor of student teachers, on the other hand, views her primary obligation as that of teaching public school learners those areas for which she has prepared. Work with student teachers is an added responsibility which must not stand in the way of the primary obligation. Student teachers must be aided in building their own unique competencies and in capitalizing upon their own unique strengths. This does not mean emulation and imitation of the work of the supervising teacher, no matter how competent the supervising teacher may be. It means encouragement in working out compatible methods and ways of relating to learners and adults which are natural for the student teacher and which help him see that he is always in the process of "becoming" as a growing teacher.

Dorothy Orians (Ishler, 1967, p. 34) lists the responsibilities of the classroom supervisor as:

1. Helps student to become a competent teacher
2. Shows student something of inter-relationship of teacher and class
3. Aids student to establish needed attitudes
4. Gives privileges to student so that he may help himself to develop into a successful teacher
5. Helps student along in growth process as he develops

Andrews (1964, p. 58) feels that the role of the classroom supervisor is one of:

1. Assignment
2. Acquaintance
3. Information exchange
4. Orientation
5. Introduction
6. Early observation
7. Participation
8. Joint evaluation
9. Initial teaching
10. Delegated responsibilities
11. Planning procedure
12. Instructional responsibility
13. Variety of activities

14. Solving learning problems
15. Classroom control
16. Pupil evaluation
17. Noninstructional roles of teachers
18. Administration and professional activities
19. Mid-term evaluation
20. Promotion of student teacher growth
21. Protecting the pupils
22. Later observation
23. Planned absence
24. Full day teaching
25. Final evaluation

The Association for Student Teaching (Thirty-Eighth Yearbook, 1959, p. 20) further defines the responsibilities of the classroom supervisor as being:

1. Observation of classroom activities
2. Observation of parent conferences
3. Participation (short period example teaching)
4. Orientation in school plant
5. Introduction to other teachers
6. Work with individual students
7. Provision for experimentation in teaching
8. Work with small groups of children

9. Access to cumulative records

10. Responsibility for after school activities

Since the classroom supervisor is the person who works most closely with the student teacher, he bears the direct responsibility for the continuous improvement of the class as well as the provision of optimum conditions for the teaching candidate. Not only must he make decisions concerning the readiness of the student teacher for student teaching, but also must anticipate problems in content and method and diagnose difficulties when they arise.

In addition to being a superior teacher, Nelson and McDonald (1958, p. 26) believe that the classroom supervisor should meet the following standards:

1. Accept responsibility of training student teachers and view the assignment as an opportunity to render a distinct service to the profession.
2. Not only know how to teach, but how to help others learn to teach.
3. Be receptive to new ideas and be objective under criticism.
4. Should be able to work effectively with observers and participants in the classroom.
5. Be ever eager to improve oneself and his teaching.
6. Maintain an objective attitude and be emotionally mature in his approach to the student teacher.

Since the classroom supervisor's role is one of great importance to the student teaching team, and since, as Holeman (Yee, 1969, p. 328) points out, that the student teachers are more favorably attracted to

















































































































































