



Problems of student teachers
by George Fred Stagg

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

The purpose of this study was to determine problems of student teachers which were caused by procedures and practices of the teacher training institution and attitudes of members of the student teaching team toward the preparation of student teachers, procedures of the student teaching program, relationships of the supervisory personnel, and acceptance of student teachers.

A basic assumption of the study was that all programs—regular, exploratory or experimental—could better achieve maximum effectiveness through knowledge of problems caused by the mechanical or procedural aspects of the student teaching program and by problems caused by altitudinal differences of personnel of the student teaching team.

Comprehensive questionnaires, ranging in length from 61 to 139 items, were sent to all administrators, cooperating teachers, college supervisors, and elementary and secondary student teachers who participated in the student teaching programs of the five public and three private teacher training institutions in Montana during the 1966-67 school year. The questionnaire was sent to 2,611 individuals and a return of 72.0 per cent was achieved.

Some of the more important findings and conclusions were as follows: (1) Although student teachers were generally satisfied with their overall preparation and student teaching experience, a large majority were displeased with portions of their training and student teaching. (2) Considerable variation existed between programs of different teacher training institutions and within the programs at each institution. (3) Courses were deemed valuable or lacking in value due to the nature of the instruction rather than the nature of the course content. (4) Student teachers made greater usage of audio and visual devices than did their cooperating teachers and were more willing to experiment than were the teachers with whom they worked. (5) Considerable variation existed between elementary and secondary student teaching programs and between expressed attitudes of the two groups. (6) The role of the college supervisor was assessed quite differently by the various members of the student teaching team. More agreement on the role was found between other members of the team than between any member and the college supervisor. (7) A needless waste of funds for travel and per diem and in utilization of staff time existed in the supervisory procedures of the student teaching program. (8) Considerable disagreement was noted on the assessed value of lesson plans and on what constituted an adequate lesson plan. (9) The single greatest problem-causing factor in the student teaching program has been the failure to establish clear, two-way lines of communication between the teacher training institutions and the cooperating school and between the various members of the student teaching team in connection with what each was attempting to accomplish and how they were planning to do so.

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PROBLEMS OF STUDENT TEACHERS

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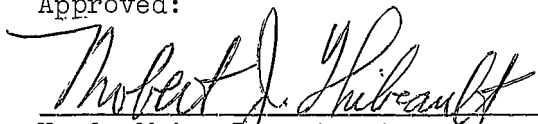
GEORGE FRED STAGG

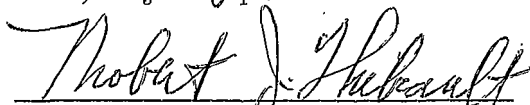
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ABSTRACT

The purpose of this study was to determine problems of student teachers which were caused by procedures and practices of the teacher training institution and attitudes of members of the student teaching team toward the preparation of student teachers, procedures of the student teaching program, relationships of the supervisory personnel, and acceptance of student teachers.

A basic assumption of the study was that all programs--regular, exploratory or experimental--could better achieve maximum effectiveness through knowledge of problems caused by the mechanical or procedural aspects of the student teaching program and by problems caused by attitudinal differences of personnel of the student teaching team.

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Some of the more important findings and conclusions were as follows:

- (1) Although student teachers were generally satisfied with their overall preparation and student teaching experience, a large majority were displeased with portions of their training and student teaching.
- (2) Considerable variation existed between programs of different teacher training institutions and within the programs at each institution.
- (3) Courses were deemed valuable or lacking in value due to the nature of the instruction rather than the nature of the course content.
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- (5) Considerable variation existed between elementary and secondary student teaching programs and between expressed attitudes of the two groups.
- (6) The role of the college supervisor was assessed quite differently by the various members of the student teaching team. More agreement on the role was found between other members of the team than between any member and the college supervisor.
- (7) A needless waste of funds for travel and per diem and in utilization of staff time existed in the supervisory procedures of the student teaching program.
- (8) Considerable disagreement was noted on the assessed value of lesson plans and on what constituted an adequate lesson plan.
- (9) The single greatest problem-causing factor in the student teaching program has been the failure to establish clear, two-way lines of communication between the teacher training institutions and the cooperating school and between the various members of the student teaching team in connection with what each was attempting to accomplish and how they were planning to do so.

CHAPTER I
INTRODUCTION

Each year hundreds of student teachers are placed in the classrooms of Montana schools to begin one of their final experiences prior to the assumption of the role of classroom teachers. This program has long been recognized as an integral part of preparation of teachers. Harry Broudy pointed this out in an address at the University of Illinois during which he stated: "Thus were the two basic principles of teacher training imbedded in educational history: one learns by teaching and one learns to teach by teaching." (8:2)

At its best, the student teaching experience can put the polishing touches on a prospective teacher and be a worthwhile, cooperative experience for the student, student teacher, cooperating teacher, and the cooperating school.

Blair states: "As a student teacher reflects on his total experience in the school community, he realizes that he is a changed person. He has changed emotionally and physically: he is a person of stature." (7:21)

At its worst, a potentially good teacher may have been lost, a group of students will have been subjected to a negative learning situation, a master teacher may have become discouraged, and ill feelings may have been initiated between the two educational institutions involved.

It would appear obvious that the more meaningful the student teaching experience can be made, the more thorough will be the preparation of the student teacher to enter the teaching profession as a worthy member of that group.

Student teachers have problems which are obstacles to the attainment of maximum benefit from the student teaching experience. In many cases these problems are compounded because the college supervisor, cooperating school administrator, and cooperating teacher are unaware that the problems exist. Similarly, some of the problems student teachers encounter result from the student teacher being unaware of the problems of the aforementioned supervisory personnel. Further, certain conditions in the cooperating schools and actions of supervisory personnel of the cooperating school and the teacher training institution unnecessarily create problems for the student teacher. Below are listed illustrative examples encountered by the writer in his capacity as college supervisor of student teachers and his former capacity as a school administrator and cooperating teacher while working with student teachers.

The college supervisor was greeted by the cooperating teacher who stated he did not like to teach biology but was the only one on the staff who had a minor in it so was stuck with it. He followed this statement with another to the effect that whoever originated the BSCS biology program did not know what he was doing. The class, 35 students, was too large for the biology lab so it was being taught in the mathematics room and no biology laboratory experiences were contemplated.

The college supervisor visited the classroom in which the student teacher was presenting a lesson. The cooperating teacher sat in the back of the room and periodically arose, walked to the front blackboard and wrote notes on the board to emphasize points made by the student teacher. This occurred nine different times during the presentation of the lesson.

The college supervisor visited the cooperating school and met the cooperating teacher in the school lounge. The cooperating teacher informed the college supervisor that first year teachers have to take over a class immediately so he introduced the student teacher to the class the first day and left. He had not been back to the class since, although the college supervisor's visit was during the third week of student teaching.

Two levels of a foreign language were being taught in the same room at the same time. The cooperating teacher was teaching one level and the student teacher the other. Both were attempting to conduct oral exercises at the same time.

The history teacher greeted the college supervisor with the statement that he had never had a student teacher from the teacher training institution which the college supervisor represented who was adequately trained in either subject matter or methodology. This same teacher insisted that the student teacher outline the chapter on the board and teach from the outline. The student teacher was not permitted to bring in 'frills' or even put the outline on a ditto sheet and distribute it to the class.

The four cooperating teachers visited in the school by the college supervisor each requested that the college supervisor speak to the principal about rescinding the rule which required the cooperating teacher to be in the room with the student teacher at all times.

Student teachers were upset because they had received notification they were to register by mail and that the necessary materials would be sent to them. Registration was to be completed prior to the close of regular registration or a late registration fee would be charged. At the time of the visit of the college supervisor, the student teachers had not as yet received the materials although regular registration had already been completed.

The student teacher was in a state of confusion because of the extreme difference in the approach of the two cooperating teachers. One conducted a very permissive classroom and the other a very rigid one. One required detailed and lengthy daily lesson plans and the other a few informal notes. Procedures demanded by one were totally unacceptable to the other.

The student teacher was assigned one class with a cooperating teacher and was informed by the teacher that if he did not take both sections taught by the teacher, he would not be of much help. This same cooperating teacher operated a neighborhood grocery store which remained open in the evening and also had a 100-customer milk route before school in the morning.

A student teacher was visited by the college supervisor for five minutes in only one class. After class the college supervisor met the student teacher in the hall and offered only two comments. The two comments were that the student teacher had a fine handwriting on the blackboard and she dressed well.

The student teacher was in the midst of a classroom presentation, with the cooperating teacher observing, when the principal entered

and informed the cooperating teacher that she would have to complete the lesson because he needed the student teacher to take a class for another teacher who was ill. The student teacher was given a class she had never met which was in a subject outside of her major or minor fields.

Two student teachers from two different teacher training institutions were doing their student teaching in the same class at the same time. The class was an academic subject.

A teacher in a school system offered the information to the college supervisor that he did not have a student teacher because he had refused to accept one and would not again accept one because he gave his last student teacher an 'A' but the student teacher received a 'B' for a final grade.

A student teacher was informed he would do his student teaching in chemistry, his major, and upon arrival at the school was assigned two classes in eighth grade science instead.

A student teacher was assigned to a school to do student teaching under a well qualified instructor and found on arrival at the school that the teacher had resigned the previous spring and had been replaced by a first year teacher who had a bare minor in the subject.

The above are some of the stimuli which led the writer to select problems of student teachers as his area of research since it was felt that a mutual awareness of the problems of all individuals involved would eliminate many of the existing problems and would give direction toward the resolution of many of the others. The greater the number of problems which could be eliminated or readily solved, the more worthwhile would be the student teaching experience.

Considerable research has been conducted into training programs for the preparation of student teachers. Additional research has been conducted on the role of supervisory personnel. However, little research has been done with the student teacher and his problems as the basis for the analysis of the student teaching program.

Statement of the Problem

In examining the possible sources of problems encountered by student teachers, five general patterns appeared to be involved. These included the following:

1. To what extent do the mechanics of the student teaching program create problems for the student teacher?
2. What are the problems of student teachers as revealed by attitudes of cooperating teachers, college supervisors, cooperating school administrators, and student teachers in relation to the student teaching experience?
3. To what degree do the problems of student teachers interrelate with those of the college supervisor, cooperating school administrator, and the cooperating teacher?
4. To what degree is each aware of the problems of others?
5. To what degree does each inadvertently create problems for the student teacher?

Procedure

When literature on student teaching was examined, it became increasingly clear that, while considerable concern was evidenced about student teaching programs, little research combined depth of study with breadth of study or was related to problems encountered by student teachers as seen by student teachers themselves.

Informal interviews and conferences were conducted with teachers, administrators, professors of education, and student teachers. Each group agreed such a study had merit. Since it was decided that the study should be broad and still have depth, a decision was reached to include all teacher training institutions in the state of Montana, both public and private.

Montana has five teacher training institutions which are tax supported: the University of Montana in Missoula, Montana State University in Bozeman, Eastern Montana College in Billings, Western Montana College in Dillon, and Northern Montana College in Havre. In addition, there are three private teacher training institutions: Rocky Mountain College, a Protestant supported school in Billings; Carroll College, a Catholic supported school in Helena; and College of Great Falls in Great Falls, also supported by the Catholic Church. Each of the eight institutions trains teachers at both the elementary and secondary levels.

These institutions were contacted and a conference was held with the director of student teaching at each institution or with the individual serving in that capacity at that time. Each institution furnished a list of the student teachers for the school year 1966-67, the names of the cooperating teachers, the schools in which the student teaching was done, and the names of the college supervisors who visited the student teachers. Additional direction and information was received concerning means of contacting the individuals, the nature of the student teaching program, and procedures used in the program.

It was further decided that the study would include all individuals who did their student teaching during the 1966-67 school year from all eight of the teacher training institutions. Also included were all teachers in the state who were assigned a student teacher, all administrators of cooperating schools, and all college personnel who had visited student teachers in a supervisory capacity.

The information to be obtained was collected by means of separate, but related, questionnaires. These questionnaires were to be sent to: college supervisors, cooperating school administrators, cooperating teachers, secondary student teachers, and elementary student teachers. Due to the magnitude of the study, the Testing and Counseling Service at Montana State University was contacted for suggestions for efficiency of tabulation of results. The final form of the questionnaire included some multiple choice items, some check lists, and some questions calling for 'yes' or 'no' answers. A deliberate attempt was made to avoid presenting choices which would be non-committal in nature. Since all possible responses could not be anticipated, recipients of the questionnaires were urged to add comments and offer suggestions.

A sample questionnaire for each category of individuals to be contacted was constructed and presented to individuals in each of these categories. Five administrators, 10 cooperating teachers, 10 college supervisors, and 30 student teachers completed the sample questionnaire and offered suggestions for clarity and additional areas of inquiry. The instruments were revised, incorporating those suggestions which were both worthwhile and feasible.

In final form, the questionnaires (Appendix:234-256) were printed and mailed with a cover letter, return envelope, and standardized answer sheet to the individuals in the study. A standardized answer sheet was used so that the results could be machine tabulated.

In compiling the lists of recipients of the instruments, a cross checking of the lists was necessary since most cooperating schools had more

than one student teacher and many cooperating schools received student teachers from more than one teacher training institution. The final list of recipients included 68 college supervisors, 225 cooperating school administrators, 1,305 cooperating teachers, 705 secondary student teachers, and 308 elementary student teachers. A total of 2,611 questionnaires were mailed. A minimum goal of 70 per cent return was set which meant 1,828 replies constituted a minimum return.

Approximately three weeks after each questionnaire was sent a follow-up letter was mailed to the 55 per cent who had not replied. A second questionnaire was sent another two or three weeks later to those who still had not replied. Follow-up requests invited the recipients to answer directly on the questionnaire rather than on the accompanying answer sheet since it was felt this would increase the probability of completion. In four of the five categories this procedure elicited replies in excess of the predetermined minimum. In one category, the secondary student teachers, a fourth communication was sent under the joint signatures of the investigator and the investigator's adviser. The number of questionnaires sent and returned are shown in Table 1, page 9.

The minimum percentage of returns was exceeded in four of the five groups and in the total for all categories. One group, the secondary student teachers, while not exceeding the desired total, closely approached it.

Each of the instruments was divided into two parts, although not so designated on the questionnaire itself. One part was designed to ascertain general information, including information on mechanics of the student teaching program, and the other portion was designed to ascertain attitudes

TABLE 1. SUMMARY OF THE RETURNS OF THE QUESTIONNAIRES

Group	Sent	Returned	Per cent returned
College supervisors	68	57	83.8
Cooperating teachers	1,305	961	73.7
Administrators	225	160	71.6
Elementary student teachers	308	217	70.4
Secondary student teachers	705	484	68.7
Totals	2,611	1,879	72.0

toward the program. The instruments were designed to reveal problems encountered in the student teaching experience and to indicate possible causes of these problems. The portion of the questionnaire designed to ascertain information on the mechanics of the program was organized under mechanics prior to, during, and following the student teaching experience. The remaining portion of the instrument, in each case, was organized under categories of attitudes toward student preparation, the cooperating school situation, the teacher training institution, and personnel involved in the student teaching experience. Although the general approach to each questionnaire was basically the same, the questionnaires were, of necessity, somewhat differently oriented as dictated by the position of the individual supplying the data. An illustration of the different orientation occurred in questions such as those related to the nature of the student teacher-

cooperating teacher conference. While each is concerned with the conference, each will have his attitude affected by the attitude of the other.

The 1,879 replies received were checked and, in cases where necessary, transcribed onto answer sheets. Certain answers were eliminated where it was not clear what the respondent intended. Answer sheets were taken to the computer center at Montana State University for mechanical key punching and accompanying frequency distributions. Each answer sheet had been coded according to the relationship of the individual to the teacher training institution with which he was associated, except in the case of cooperating school administrators. Too much overlap occurred in this category for such a separation to be of much value since many of the schools accepted student teachers from several of the teacher training institutions. It was felt it would be more worthwhile to separate the administrators into groups according to the position they held so opinions of persons in similar positions could be compared. As a result, the administrators were coded and separated into elementary principals, junior high principals, high school principals, and superintendents who were serving in a dual capacity as superintendent and principal.

Statistical presentation was divided into two general categories. Some of the data, primarily general information, was carried no further than the total frequency distribution and the frequency distribution by teacher training institutions and a few other designated categories. This was particularly true of the categories of cooperating teachers, administrators, and college supervisors. No comprehensive study has ever been made, in Montana, on these points for these groups. While individual institutions

have made studies within their own programs, none of this depth and breadth has been made between institutions.

The second approach to statistical presentation was the comparison of opinions from one group to another. Wide variance in the opinion of one group compared to another group on the same point can, and frequently has, created problems for the student teacher. A high degree of relationship between groups indicated agreement, either of strengths or weaknesses. Little relationship indicated areas of disagreement which, as previously mentioned, were indicative of possible problem areas.

Limitations

The study was limited to those students who did their student teaching in the state of Montana during the 1966-67 school year and who were enrolled in a public or private teacher training institution's regular program of teacher preparation. The group of cooperating teachers included in the study were those teachers in Montana schools, public and private, who had one or more of the aforementioned student teachers assigned to them. The administrators were those who served as principals of one of the schools in which one or more student teachers did their student teaching during the 1966-67 school year. The college supervisors were those individuals, resident staff or other, who were assigned by the teacher training institutions to visit and work with the student teachers assigned to the various cooperating schools.

The study was further limited to the mechanics of the student teaching program and the attitudes of the personnel involved and did not include

teaching procedures except as related to the above mentioned mechanics and attitudes.

Significance of the Study

The teacher preparation programs in Montana have undergone considerable growth in the past decade. This can readily be seen by examining figures supplied by registrars for the years 1956 and 1966 which indicate the number of degrees in education granted at each teacher training institution in Montana.

As can be seen from Table 2, page 13, there has been greater than a four hundred per cent growth in the number of degrees granted in education in a single decade. Eastern Montana College granted more degrees in education in 1966 than were granted in the entire state in 1956. Projected enrollment figures have indicated that the growth has yet to reach its peak.

(54:475)

The student teaching programs have been modified at each institution to meet present growth but have not undergone radical changes. Increased numbers create increased problems which tend to subjugate the personalities of individuals and foster a situation in which problems are not readily evident or assessed or may even be ignored in the overall view.

While each teacher training institution has certain procedures peculiar to, and dictated by the nature of the institution, each in turn has problems which they hold in common with other teacher training institutions. Each program and set of procedures involved in it could be improved and offer direction to the other institutions in the elimination and solution

of problems of student teachers. This research has been designed to ascertain common areas which could be unified while allowing for diversity necessitated by local conditions.

TABLE 2. NUMBER OF DEGREES GRANTED IN EDUCATION AT TEACHER TRAINING INSTITUTIONS IN MONTANA IN 1956 AND 1966

Teacher training institutions	Degrees granted in education	
	1956	1966
University of Montana	76	139
Eastern Montana College	32	304
Western Montana College	26	187
Montana State University	16	132
Northern Montana College	15	99
Rocky Mountain College	14	14
College of Great Falls	29	53
Carroll College	4	69
Totals	212	997

Statistical Design

Six of the nine chapters in the study were directly related to the total responses of the returned questionnaires. Chapters three through seven each reported the total responses to each item in one of the five

questionnaires. Chapter eight compared the responses to items which appeared on more than one of the instruments.

A basic assumption of the study was that conflicting views held by different members of the student teaching team were possible sources of problems of student teachers. It was necessary, therefore, to determine those differences which were significant when one group was compared to another. It was decided to test the significance between two independent proportions drawn from the same population. The population in this study was all those who had participated in the student teaching program during the 1966-67 school year as a student teacher, cooperating teacher, college supervisor, or cooperating school administrator in the state of Montana. Comparisons were drawn between these groups, each of which constituted an independently drawn sample. Since the null hypothesis, that no significant difference existed between the two proportions, was assumed, data for the two samples could be combined to obtain a single estimate of 'p', the standard error of the difference. Therefore, a value 'z', which may be interpreted as a deviate of the unit normal curve, could be determined. (25:177)

The formula used to determine significance of difference was:

$$z = \frac{p_1 - p_2}{\sqrt{p \cdot q \left[\frac{1}{N_1} + \frac{1}{N_2} \right]}}$$

Ferguson indicated that the above interpretation of 'z' is valid provided N_1 and N_2 are reasonably large and that 'p' is neither very small nor very large. Ferguson's suggested guideline was that if the smaller value of 'p' or 'q' was multiplied by the smaller value of N and the product

exceeded five, then the ratio could be interpreted in reference to the normal curve. (25:177) The suggested guidelines were applicable to this study.

Since the direction of the difference between the proportions could not be predicted, this was a two-tailed test and the accepted values of 1.96 and 2.58 were used for significance at the .05 and .01 levels of confidence. In this study the .05 confidence level was used since it is generally accepted for research in education. (3:81) (25:164-165) (57:199) The differences which were found to be significant at the .01 level or better were reported at that level.

Definition of Terms (27:1-464)

- Activities, extra-curricular -- programs and events, carrying no academic credit, sponsored and organized by pupils' or students' organizations or by the educational institution, designed to entertain, instruct, and/or provide exercise of interests and abilities; subject to some measure of control by the institution.
- Administrator ----- any educational official responsible for the management or direction of some part of an educational establishment or system; includes school superintendents and school principals.
- Aid, audio ----- any device by which the learning process may be encouraged or carried on through the sense of hearing; for example, phonograph, recordings, public address systems, and radio programs.
- Aid, audio visual ----- any device by means of which the learning process may be encouraged or carried on through the senses of hearing and sight; for example, sound film slides, sound motion pictures, and television.

- Aid, visual ----- any device by which the learning process may be encouraged or carried on through the sense of sight; for example, silent motion pictures, photographs, and stereoscopes.
- Case study ----- a diagnostic and remedial procedure based on thorough investigation of a person, in order to acquire knowledge of his history, his home conditions, and all influences that may cause his maladjustment or behavior difficulties, the aim being to apply remedial measures.
- College supervisor ----- the supervisory representative of the teacher training institution who visits the off-campus classroom to supervise the student teaching experience and act as a resource person for the student teacher and the supervising teacher.
- Cooperating school ----- an off-campus school whose facilities are used for student teaching in the program of teacher education; not an integral part of the teacher training institution itself, but by agreement provides opportunities for student teaching or research.
- Cooperating teacher ----- an off-campus teacher in an affiliated school who assists in the supervision and evaluation of student teaching.
- Exploratory experience ----- the act of seeing or studying the activities of teaching and learning in an actual school situation in order to secure a more realistic or meaningful conception of educational problems.
- Mechanics ----- routine procedures; technical details or methods.
- Orientation ----- the process of making a person aware of such factors in his school environment as rules, traditions, and educational offerings for the purpose of facilitating effective adaptation.

- Preparation, professional ----- the total formal preparation for teaching that a person has completed in a teacher-preparing institution; more usually it is understood to include, in addition, the aggregate of his experience in positions involving educational activities.
- Preparation, subject matter --- the preparation that a teacher has had in college or university in the academic areas such as English, biology, history, and mathematics in which he plans to teach.
- Principal ----- the administrative head and professional leader of a school division or unit such as a high school, junior high school, or elementary school; a highly specialized, full-time administrative officer in large public systems, but usually carrying a teaching load in small ones; in public education usually subordinate to a superintendent of schools.
- Student teacher ----- one who is acquiring practical teaching experience and skill under the guidance of a critic teacher or other supervisor in the special laboratory or practice school of a teacher training institution or in the classes of a public or private school; usually an advanced student who has had no other teaching experience.
- Student teaching ----- observation, participation, and actual teaching done by a student preparing for teaching under the direction of a supervising teacher or general supervisor; part of the pre-service program offered by the teacher education institution.
- Teacher training institution -- any educational institution concerned with the conduct of activities regarded as significant in the professional education of teachers.

CHAPTER II

REVIEW OF LITERATURE

The literature consulted indicated that in considering the problems involved in student teaching, four aspects must be reviewed. These four aspects are the historical development of teacher education, the supervisory personnel involved in the program, the school setting in which the experience is conducted, and the process of student teaching itself.

History and Development of Teacher Education

Historically, the citizens of the United States have placed great emphasis on education. As early as 1636 education was recognized as a responsibility of the community with the passage of laws requiring the establishment of schools. (12:250) This was further indicated by compulsory attendance laws passed in 1852. (12:461) Early teachers were housewives, as in the case of the Dame Schools, with teachers then, and later, being hired on the basis of being able to read, write, and do simple arithmetic problems while maintaining order in the classroom. (12:210) Little, if any, attention was given to the training of teachers.

On March 6, 1818, legal procedures were established which allowed Philadelphia to establish an institution with a training program for teachers. (31:8) However, thirty years passed before the first normal school was established in Philadelphia. Meanwhile, student teaching probably had its inception in Concord, Vermont, in a private academy established by the Reverend Samuel R. Hall in 1823 for the purpose of training teachers. (31:13) The academy had some children in attendance to provide an opportunity

for demonstration teaching. The Reverend Hall wrote the first widely used text on teaching entitled Lectures on Schoolkeeping. In 1830 Hall joined the faculty of Phillips Andover Academy and initiated a course called 'The Art of Teaching'. (31:13)

In January 1825, the Reverend Thomas H. Gallaudet of Hartford, Connecticut, wrote A Plan of a Seminary for the Education of Instructors of Youth which included the following statements: (31:15)

1. Let an institution be established in every state for the express purpose of training the profession of the instructors of youth.
2. Let it be so well endowed by the liberality of the public that it may have professors of talent who should devote their lives to the theory and practice of the education of youth.
3. Let the institution be furnished with a library -- maps, charts, globes, orreries, etc....
4. Let there be connected with the institution a school in which the theories of the professors might be reduced to practice, letting the students take their turns in the instruction of the experimental school.

The first public normal school actually established in the United States was located in Lexington, Massachusetts, and opened on July 3, 1839. This school was later moved to West Newton, Massachusetts, in 1844 and to Framingham, Massachusetts, in 1853. In September of 1839, two additional schools were opened, one at Barre and the other at Bridgewater. The former was moved to Westfield in 1844. Although a pioneer in the establishment of normal schools and the place of origin of the first three such public institutions, there was not universal agreement on the worth of the project. Harper (31:20) pointed out that even among teachers there was not a majority

who supported the new program and that only the belief in the movement by strong personalities enabled the program to continue.

One of these powerful personalities was Horace Mann. He made the following statement at the dedication of the normal school building at Bridgewater, Massachusetts, on August 19, 1846.

I believe Normal Schools to be a new instrumentality in the advancement of the race. I believe that, without them, Free Schools would at length become mere charity schools and thus die out in fact and in form. Neither the art of printing, nor trial by jury, nor a free press, nor free suffrage, can long exist, to any beneficial and salutary purpose, without schools for the training of teachers; for, if the character and qualifications of teachers be allowed to degenerate, the Free Schools, and the pauper schools, will produce pauper souls and the free press will become a false and licentious press, and ignorant voters will become venal voters, and through the medium and guise of republican forms, an oligarchy of profligate and flagitious men will govern the land; nay, the universal diffusion of all-glorious Christianity itself must await the time when knowledge shall be diffused among men through the instrumentality of good schools. Coiled up in this institution, as in a spring, there is a vigor whose uncoiling may wheel the spheres. (31:21-22)

These early schools were small and offered only a short course, usually three to nine months in length. The size is illustrated by the fact that only three young ladies enrolled in the first course at Lexington in 1839.

No tuition was charged and their popularity did increase. By 1860 there were 12 normal schools established and located in nine different states.

In October of 1839, a Model School was established in connection with the normal school at Lexington for the express purpose of providing a practice setting and students for prospective teachers. The growth of teacher preparation programs was not confined to the establishment of normal schools

and practice facilities. The offerings were multiplied and universities entered into the field of teacher education. Brown University started to train teachers as early as 1851.

Harper (31:55-56) stated that by 1859 a three-year course was offered which required four terms of student teaching as part of the prescribed program of training. Teachers who had taken the training were paid twice the salary of those who had not. In some programs teacher trainees were used in role playing situations. One student was appointed the teacher while the rest of the group was expected to play the role of six to eight year old children.

The first normal schools established west of the Mississippi were located in Winona, Minnesota, and Emporia, Kansas, and were established in 1858 and 1864, respectively. (31:8) In some cases, as in Iowa, a normal department was established as part of the university rather than as a separate normal school. Generally this approach was not too acceptable and in Iowa the practice was discontinued. The first normal school was established at Cedar Falls, Iowa, in 1876. The central office of the Association for Student Teaching was located at Iowa State Teachers College at Cedar Falls from its early days until it moved to Washington, D.C. in 1967.

As the normal school movement spread south and west and as changes occurred in the nature of the offerings, so did the nature of the student who attended these institutions. Harper (31:107) refers to two surveys, one taken in 1880 and the other in 1890, which showed the average age of students dropped during that period from 25 to 20, while students in the eastern part of the country were even younger.

There are many areas of controversy in teacher training today, some of which are not new. From 1850 to 1870 it was argued that normal schools should teach the so-called 'art of teaching' but that their function was not that of teaching subject matter. Two schools of thought developed on preparation of teachers with one view being that anyone who was prepared in subject matter could teach, while the other held that it was necessary to take training in how to teach.

One hundred years ago it was argued whether student teachers should be supervised by subject matter specialists or by professional educators.

The training school was recognized as the focal point of the entire process and here all theory was to find its application. From 1860 to 1900 there were many kinds of organization among training schools and many systems of supervision of student teachers. It was debated whether or not special critic teachers should supervise the practice teaching or whether this should be done by regular faculty members. (31:118)

This argument is still unresolved today. Also, still discussed today is the value of the on-campus training school versus the off-campus training center. The latter part of the nineteenth century elicited the following statement: "It was argued as to whether the practice school should be entirely under the control of the normal school or whether practice teaching should be done in connection with the regular or city school systems." (31:119)

By 1875 there were 70 normal schools in the United States. The growth was evidenced by the increase in number to 135 by 1890 and 177 by 1902. During this same period the total enrollment in normal schools increased from 15,000 to 49,000 students. The growth of the normal school

movement presented another area of controversy: whether the growth of normal schools should be planned to locate them in widely spaced areas and thus bring the institutions to the people or whether each state should concentrate on fewer, but larger, institutions in the interest of economy of operation.

By 1905 there were normal schools in all states except Nevada, Wyoming, and Delaware. New York, Pennsylvania, and Massachusetts led in the number of such institutions with 19, 15, and 10, respectively. Considerable variation existed in the funds available for operation. In Iowa the average income per institution was \$142,000, in Virginia \$72,500, and in Tennessee \$70,000 and ranged down to low average incomes per institution with \$6,000 in Arkansas, \$5,400 in Maine, and \$1,435 in Mississippi. (62:45)

Just as the income varied, so did the per pupil expenditures of monies. The range extended from \$292 per pupil in Rhode Island to \$52 per pupil in Indiana. The national average was \$122 with Montana spending \$169 per pupil on the 133 pupils at its one normal school located in Dillon. (62:45)

Accompanying the growth of institutions was a growth in number of trained teachers. Estimates of the per cent of trained teachers employed for the 1902-1903 school year ranged from a high of sixty per cent in Arizona and forty per cent in Massachusetts to a low of ten per cent in Kansas and Illinois. It was further estimated that the overall percentage of employed teachers who had had normal school training was in the neighborhood of twenty-five per cent. (62:8)

The period from 1920 to 1940 saw standards being raised and programs further expanded. During these two decades most normal schools were expanded into four-year institutions and changed their names to teachers colleges or colleges of education. Accompanying the change in name was the granting of degrees in addition to certificates to teach. Since 1940 the changes have been toward expansion into the liberal arts field with an accompanying change of name to that of state colleges and universities. (47:1-3)

From the turn of the century to the present, there has been an increased number of programs in teacher preparation in private and state colleges and universities. The combination of teacher preparation and liberal arts under one roof has triggered many an institutional argument. Today the number has grown to over twelve hundred institutions preparing teachers with less than one hundred of these having this as their sole function. (11:33-35) (5:1-12)

Supervisory Personnel

In general, the supervisory personnel involved in student teaching programs can be divided into three categories: the college supervisor, the cooperating teacher, and the administrator of the cooperating school. Each has a distinct role and each plays an important part in the success of the student teaching experience.

The cooperating teacher. The cooperating teacher is, or should be, in constant contact with the student teacher and due to this position can exert the greatest amount of influence upon the student teacher. It would

appear logical that the greatest care should have been exercised in the selection of this vital cog in the preparation of prospective teachers. The literature consulted indicated that this has not always been the case. Chaltas (13:311-318) points out that the assignment of student teachers can be classified according to the following procedures: blind assignment, student preference according to locale, student preference as to grade and subject, student matched with the community in which he would seem to fit, and matching the student teacher to the total student teaching situation. He believes the latter two are the most important and the least used.

Wagner (67:10-11) lists 18 points covering the role of the cooperating teacher which are substantiated and expanded upon by Andrews, (2:58-63) Burns, (10:41-43) Drayer, (21:173-175) Drumhillier, (22:290-295) Durrance, (23:17) Hays, (32:1-14) Milner, (45:91-94) and Wiggins. (68:44-45)

1. Planning for initial orientation of the student to the classroom and the school
2. Acquainting himself with the program of the student teacher as proposed by the college
3. Familiarizing himself with the background of the student (through material sent by the college)
4. Creating an atmosphere of acceptance of the student on the part of himself, the pupils, the faculty, and the community
5. Introducing the student to classroom routines and instructional procedures
6. Providing opportunities for observation and participation in various class and extra-class activities
7. Acquainting the student teacher with pupil personnel records and the manner in which they are kept and used
8. Acquainting the student teacher with instructional materials, supplies, and equipment available to him

9. Orienting the student teacher to accepted patterns of planning
10. Establishing a climate in which the student teacher may gradually develop skill in planning and in continuously evaluating his own planning procedures
11. Treating the student teacher as a co-worker rather than a subordinate
12. Providing opportunities for the student teacher to test theory in practice in a variety of classroom and extra-class situations
13. Arranging the schedule for actual teaching experiences by the student teacher
14. Providing for continuous evaluation of the student's teaching through frequent, planned conferences, weekly report sheets, self evaluation by the student teacher, and check lists
15. Guiding the student teacher in attaining cooperatively established objectives
16. Providing for opportunities for professional growth through attendance at professional meetings, staff meetings, use of the library, and building of a personal library
17. Providing opportunities and time for conferences
18. Serving as a consultant to former students in in-service situations

Perrodin (51:36) reported on a study by the Georgia Supervising Teacher Education Program on the training of cooperating teachers. It was found that student teachers placed with trained cooperating teachers made substantially greater gains over student teachers who were placed with cooperating teachers who had not been trained for that responsibility.

Wiggins (52:43-48) listed three main jobs of the supervising teacher: teaching of classes and extra-curricular responsibilities, providing direct assistance to the student teacher, and creating an environment in the classroom, school, and community which facilitates maximum success.

Durrance (30:19) lists seven characteristics of a cooperating teacher:

1. Be a superior teacher in his own right
2. Possess a positive professional attitude
3. Be a cooperative participant in the total school program
4. Want to participate in the student teaching program
5. Be able and willing to make frank and objective evaluations of the student teacher's work and progress
6. Be able to work with another adult in the classroom
7. Be willing to cooperate with the university or college in providing a program of experiences desired for the student teacher

McNeil (52:57-61) lists five facets to the role of the 'teacher of teachers'.

1. He helps the beginning teacher find purpose in his teaching.
2. He furthers the beginning teacher's sensitivity to individual students and the dynamics of the classroom.
3. He enables the beginning teacher to visualize instruction.
4. He gives the student teacher a view of teaching as learning.
5. He influences the student teacher to act professionally.

O'Hanlon (50:339) indicates that one of the problems that arises in the assignment of cooperating teachers is the false assumption held by some of the assigning officials that any experienced teacher is a satisfactory cooperating teacher. Forte (26:139) feels that one reason student teaching programs have not reached their full stature is the shortage of well trained

cooperating teachers. McGuire (43:43-52) provides case experiences for the student teacher to examine relative to the nature of different procedures used by them.

Milner (45:1-42) (46:1-126) provides a guide for cooperating teachers on how to act toward student teachers. Edwards (24:1-22) delves into the causes of friction which may exist in the student teaching program between different members of the team. Illustrations given included: the cooperating teacher fails to convey to the college supervisor that he is accepted or needed; the cooperating teacher is jealous of the relationship which exists between the college supervisor and the student teacher; and the cooperating teacher and the college supervisor instill in the student teacher a feeling that they are ganging up on him to point out his inadequacies. Clothier (15:1-42) emphasized the necessity for the cooperating teacher to establish good rapport with the other members of the student teaching team.

Nash, (48:112) Foster, (60:58) Wolfgramm, (70:176) and Andrews (2:6) all emphasized the need for minimum requirements to be met by cooperating teachers. They are in general agreement that cooperating teachers should have a bachelor's degree, two years of successful teaching experience, and a course in the supervision of student teachers. It was further recommended that certification standards, now used in some states, be examined for adoption in all states.

The college supervisor. The role of the college supervisor does not present as clear a picture as does that of the cooperating teacher. There was considerable agreement on the function of the cooperating teacher, the general procedures he should follow, and on the shortcomings of the

personnel involved in working with student teachers. The role of the college supervisor is complicated by the fact that some are involved with on-campus schools while others are working with off-campus schools. Those working in off-campus schools may be supervising within the college community while still others may travel thousands of miles in a single month to visit student teachers. The length of the student teaching experience varies, the number of student teachers assigned to a college supervisor varies, and college policies vary on who will actually do the supervising. All these factors contribute to the complexities and variations in the role of the college supervisor and the number and length of visits he will make to the classroom of the student teacher. Edwards (24:2) states:

It is the belief of the writer that many student teaching experiences have been less than satisfactory because the college supervisor has not taken the responsibility for instituting a definition and expectation of roles and functions at the beginning of the student teaching experience.

General agreement does seem to exist that one of the functions of the college supervisor is to serve as a public relations person for the teacher training institution he represents. Briggs quotes Haines (52:61) and Stratemeyer (52:62) on the public relations function of the college supervisor and is substantiated by Burns (10:32-36) and Pfeiffer. (53:23-90)

Harper (31:118) was cited earlier as a historical source for the still present problem of the subject matter specialist versus the professional educator as the supervisor of the student teaching experience. Conant (16:1-275) examined several phases of this problem in his visits to teacher training institutions throughout the United States. He (16:7) found

that many of the instructors of academic courses felt that education courses were worthless and also found school after school where professors in academic departments were totally unfamiliar with what was going on in the public schools and who could not have cared less. (16:169) Conant (16:415) expressed the belief that the supervisor of student teachers must have an educational background and must have training in the subject matter of the student teacher he supervises.

Woodring (71:17) traces the historical background of the conflict between the academicians and the professional educators in an attempt to explain some of the background to the conflict which still exists today. The result has been, according to Woodward (71:22), an uneasy truce typified by the following statement:

Many liberal arts colleges have, for many years, offered professional courses for teachers but have offered them reluctantly and more with an eye to legal requirements for teacher certification than for any real conviction of the value of the courses.

The cooperating school administrator. The cooperating school administrator is the educational leader in the school in which the student teacher is placed. It is he who sets the tone of the school and influences the attitude of the staff, the student body, and the community toward student teachers. He is the individual who accepts the student teacher into the school and recommends the members of his staff who are to serve as cooperating teachers.

Wagner (67:5) outlines the role of the cooperating school administrator as follows:

1. Interpreting the student teaching program to the community, board of education, and the teaching staff
2. Approving the selected corps of supervising teachers who will participate in the program
3. Participating in study groups to bring about changes and improvements in the program
4. Making available for study and distribution an excellent selection of printed material which reflects the current thinking on student teaching
5. Establishing rapport with the student teachers
6. Encouraging an exchange of ideas among all those connected with student teaching so as to insure a program which can produce the caliber of teacher desired by any school system

Edwards (24:6) also provides insight into the role of the administrator of the cooperating school:

1. Helping to orient new supervising teachers to the student teaching program
2. Reviewing with experienced supervising teachers all aspects of the program
3. Helping the student teacher become acquainted with the buildings and grounds
4. Introducing the student to the staff
5. Studying and reviewing written observations and lesson plans of the student and discussing them with the supervising teacher as advisable
6. Supervising the work of the student and giving him an opportunity to evaluate his work with the educational leader.
7. Encouraging the student to participate in school activities and responsibilities outside the classroom

Edwards (24:14) states that one area of conflict which may detract from the student teaching program is the rapport established between the

