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## Quantitative Standards for the Implementation of Qualitative Standards in Student-Teaching Programs

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To the Graduate Council:

I am submitting herewith a thesis written by Dan B. Cookie entitled "Quantitative Standards for the Implementation of Qualitative Standards in Student-Teaching Programs." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Education.

Dr. Edward S. Christenbury, Major Professor

We have read this thesis and recommend its acceptance:

Dr. Orin B. Graff, Dr. A.M. Johnston, Dr. Alberta L. Lowe, & Dr. Earl M. Ramer

Accepted for the Council:

Carolyn R. Hodges

Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)



August 14, 1959

To the Graduate Council:

I am submitting herewith a thesis written by Dan B. Cooke entitled "Quantitative Standards for the Implementation of Qualitative Standards in Student Teaching Programs." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Curriculum and Instruction.

C. S. Christenbury  
Major Professor

We have read this thesis and  
recommend its acceptance:

A. M. Johnston  
Chas B. Chaff  
Alberta Lowe  
Earl M. Ranner

Accepted for the Council:

Dale Mantling  
Dean of the Graduate School

QUANTITATIVE STANDARDS FOR THE IMPLEMENTATION  
OF QUALITATIVE STANDARDS IN STUDENT  
TEACHING PROGRAMS

---

A THESIS

Submitted to  
The Graduate Council  
of  
The University of Tennessee  
in  
Partial Fulfillment of the Requirements  
for the degree of  
Doctor of Education

---

by

Dan B. Cooke

August 1959

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In trying to prepare a study of this kind, many people are involved and much help is needed. The writer is sincerely grateful for the wonderful cooperation he has received, and wishes to express his deep appreciation to all who have contributed to this study.

He especially expresses his gratitude to Dr. Edward S. Christenbury, his Advisory Committee Chairman, for his professional guidance, his unending patience, his constant encouragement, and his hours of friendly assistance throughout the entire study.

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To the jury of prominent teacher educators who responded so promptly to the writer's request, particular thanks is due. As the list of the members of the jury in Appendix D indicates, these are busy people, but their

willingness to take time from their own busy schedule in order to contribute to this study, will long be remembered and appreciated.

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## CHAPTER I

### THE PROBLEM

#### Introduction

During the past quarter of a century many changes have been made in the education of teachers. Some of these changes have been based upon a deeper understanding of the meaning and character of democracy with its influence upon the education of the youth of America. Other changes have been brought about by an increased knowledge of how children grow and develop and the expanded knowledge of how and under what conditions people learn. Many of the changes have been based on a combination of these factors. One change growing out of the influence of both democratic principles and the findings of psychology has been the greater emphasis placed on student teaching as part of the pre-service education of teachers.

Student teaching is generally regarded as the most important single experience in any teacher education program. College students look forward to the period when they can take over the actual instruction of a group or groups of boys and girls. In the minds of these prospective teachers, there are two major reasons for the great importance of student teaching; it is something real and practical, and the success in student teaching has a lot to do with getting a job and

with success on the job.<sup>1</sup>

Student teaching programs have attempted to provide guidance and direct experiences desirable in improving the quality and quantity of professional skills and attitudes. The following statement by Curtis and Andrews emphasizes the importance of helping the student develop his full potentialities as a teacher.

The purpose or function of student teaching, across the country, is to provide opportunities, under guidance, for the student teacher to develop and evaluate his competencies in the major areas of teacher activity in the public schools.<sup>2</sup>

An outstanding characteristic of teacher education programs throughout this nation is diversity. Teachers are prepared not in any one type of institution of higher learning, but many types--teachers colleges, state colleges, universities, liberal arts colleges, and private institutions.

This diversity can be looked upon favorably for several reasons. It offers an opportunity for individuals who are working in teacher education to use their own creativity and ability in developing programs. It allows

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<sup>1</sup>Dwight E. Curtis and Leonard O. Andrews, Guiding Your Student Teacher (New York: Prentice-Hall, Inc., 1954), p. 1.

<sup>2</sup>Ibid., p. 4.

for adjustments to be made to take care of individual differences in institutions. It also gives many different kinds of institutions of higher learning an opportunity to contribute to the teaching profession.

While it is recognized that there are many differences in colleges and universities preparing teachers, there are also controls, both direct and indirect, established to insure degrees of quality in teacher education programs. Stratemeyer and Lindsey state:

However, teacher education in the various states of this nation are not entirely without controls from outside the local institutions. Indeed, there exist powerful direct and indirect controls. One illustration of such a control is found in the National Council for Accreditation of Teacher Education, an organization of representatives from various groups concerned with the education of teachers, which accredits institutions on the basis of the degree to which their programs meet certain standards set up by this representative council. Since most institutions desire to be accredited, the council tends to control broad aspects of the program through its accrediting function. Another illustration is the indirect control exercised by the professional groups and organizations which carry on studies and investigations, report their findings, and seek the implementation of them through appeal to their members. Still another control, direct in nature, is the state certification requirements for teaching which make it necessary for institutions to provide for their students meeting requirements if they wish to have graduates certified to teach.

These and other controls, both direct and indirect, serve a worthwhile function in teacher education. They provide stimulation and encouragement for institutions to offer the best programs possible. They tend to curb those

colleges which would try to prepare teachers without adequate personnel or program. Hence, teacher education in this country is in the fortunate position of having freedom along with assigned responsibility and obligation to offer high quality programs.<sup>3</sup>

For many years the American Association of Colleges for Teacher Education (formerly American Association of Teachers Colleges) used a series of standards as the basis for accreditation. These standards defined the characteristics of an acceptable program of teacher education. Developed by the Association itself, and not some outside accrediting agency, these standards were constantly revised to keep pace with the needs of a growing program.<sup>4</sup>

In 1936, the American Association of Teachers Colleges decided to move in the direction of qualitative standards, as opposed to quantitative ones. Over a period of several years, all standards were revised and evaluation schedules prepared to facilitate their application in the various types of teacher education

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<sup>3</sup>Florence Stratemeyer and Margaret Lindsey, Working With Student Teachers (New York: Bureau of Publications, Teachers College, Columbia University, 1958), p. 24.

<sup>4</sup>E. S. Evenden, "A Quarter Century of Standards," First Yearbook, American Association of Colleges for Teacher Education (Oneonta, New York: American Association of Colleges for Teacher Education, 1948), p. 99.

institutions. (See Appendix B).<sup>5</sup>

In 1954, the American Association of Colleges for Teacher Education transferred its accreditation responsibility to the National Council for Accreditation of Teacher Education.<sup>6</sup> In substance and form, there is very little difference in the standards used by this organization and the revised standards which were used by the American Association of Colleges for Teacher Education. It will be noted that the accreditation standards of both organizations are not concerned with minimum requirements but with desirable goals. As far as is known by the writer, no institution has at present a program of teacher education that fully meets all the provisions of these standards. However, progress toward the kind of program envisioned by these standards has become a major concern of many teacher education institutions.

#### Statement of the Problem

This study was selected because there was evidence that some defensible quantitative standards were

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<sup>5</sup>American Association of Colleges for Teacher Education, Revised Standards and Policies for Accrediting Colleges for Teacher Education of the American Association of Colleges for Teacher Education (Oneonta: American Association of Colleges for Teacher Education, 1952), pp. 5-40.

<sup>6</sup>George F. Donovan, Developments in the Accreditation of Teacher Education in the United States (Washington: National Catholic Educational Association, 1956), p. 7.

needed to implement the desirable practices which would be consistent with the philosophies set forth in the standards of both the American Association of Colleges for Teacher Education and the National Council for Accreditation of Teacher Education. Recognizing that the value of the student teaching experience depends to a large extent on the quality and the quantity of the types of experiences provided during student teaching, and the supervision of the program, the writer has identified two major purposes of the study as follows:

1. To develop a set of quantitative criteria for student teaching programs in teacher education institutions which would satisfy a jury of competent teacher educators and which would serve to elicit high quality student teaching practices in these institutions.

2. To describe existing practices relating to student teaching in these institutions, using the quantitative data provided by the institutions.

#### Definition of Terms

To avoid confusion in the interpretation of the terms used in the study, the most important ones are defined below:

A standard is a goal or objective or criterion of

education expressed either numerically as a statistical average or philosophically as an ideal of excellence.<sup>7</sup>

Quantitative is a term which is characterized by the possibility of being measured or counted.<sup>8</sup>

Qualitative is used to distinguish differences in attributes rather than numerical differences.<sup>9</sup>

Student teaching is a period (or periods) during which a student receives guidance in learning to assume responsibility for the major activities of teachers in the public schools.<sup>10</sup>

Student teacher is a term used for any college student engaged in the specific experience defined as student teaching.<sup>11</sup>

Director of Student Teaching is the person designated by the college with administrative responsibility

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<sup>7</sup>Carter V. Good, Ed., Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 520.

<sup>8</sup>Ibid., p. 434.

<sup>9</sup>Loc. cit.

<sup>10</sup>Curtis and Andrews, op. cit., p. ix.

<sup>11</sup>Loc. cit.



for organizing and coordinating the college's total program of student teaching.<sup>12</sup>

Resident center is a student teaching center in which the student lives and participates in the community life and activities as a part of the professional laboratory experience.<sup>13</sup>

A cooperating school is a school which is not controlled or supported by the college but which does provide facilities for professional laboratory experiences in the teacher education program.<sup>14</sup>

A campus laboratory school is a school which is controlled and supported (all or in part) by the college and which is organized as an integral part of the teacher education program to provide significant opportunities to study and relate the various phases of the teacher's activities both in and out of school.<sup>15</sup>

A laboratory school supervising teacher is one who performs the responsibilities of a supervising teacher in

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<sup>12</sup>The Association for Student Teaching, "Selected Terminology in the Field of Professional Laboratory Experiences in Teacher Education," (Cedar Falls, Iowa: The Association for Student Teaching, 1958), p. 1. (Mimeographed.)

<sup>13</sup>Ibid., p. 2.

<sup>14</sup>Loc. cit.

<sup>15</sup>Loc. cit.



a laboratory school. This person is a member of a laboratory school staff and is recognized by the college as qualified to guide a group of pupils and one or more college students, guiding the latter in their understanding and teaching of a given pupil group.<sup>16</sup>

A cooperating school supervising teacher is one who performs the responsibilities of a supervising teacher in a cooperating school.<sup>17</sup> This person works directly with the students in the cooperating school and with the student teachers.

The college supervisor of student teaching is the college representative who is responsible for supervising a student teacher or a group of student teachers.<sup>18</sup>

Coordinator is the term used to refer to the college supervisor who is responsible for the entire group of student teachers in an off-campus center.

#### Scope and Limitations

The study included eighty-four institutions of higher learning in the Southeastern Region of the United

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<sup>16</sup>Loc. cit.

<sup>17</sup>Loc. cit.

<sup>18</sup>Loc. cit.

States which held membership in the American Association of Colleges for Teacher Education during the school year of 1958. These colleges are located in Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, Tennessee, Virginia and West Virginia. South Carolina was excluded from the study because there were no institutions listed as members during that year.

The study was limited to the organization, administration, and supervision of the student teaching program. In other words, it did not include any other phase of the professional laboratory experiences provided by these institutions.

#### Procedures and Sources of Data

The first step in the procedure was to review the work of the Committee on Standards and Surveys of the American Association of Teachers Colleges and the American Association of Colleges for Teacher Education to determine the historical development of standards in teacher education over a period of more than thirty years. In addition to this, the writer surveyed professional literature pertaining to quality and quantity in student teaching programs.

Next, letters were sent to outstanding teacher

educators in the United States to get their opinions concerning the value of such a study. All replies indicated that the study had merit.

Tentative questionnaires were developed and submitted to the writer's graduate advisory committee for the purpose of getting suggestions for needed changes in format and content. Revisions were made in accordance with their suggestions.

In order to determine the nature of the standards now being followed in student teaching programs, the following techniques were used:

1. Documentary analysis -- The writer examined the standards and policies for accreditation of the American Association of Teachers Colleges, the American Association of Colleges for Teacher Education, and the National Council for Accreditation of Teacher Education. Chapter II is the historical development of standards in teacher education in the United States.

2. Questionnaire -- A four page questionnaire was developed to obtain statements of practice in the administration and organization of the student teaching experience. Respondents were also requested to make recommendations for improvements in their own programs.

The questionnaires were sent to eighty-four

teacher education institutions in the Southeastern Region of the United States. Replies were received from sixty, or slightly more than 71 per cent. (One questionnaire was not usable and two were returned too late to be included in the study). Therefore, the study represents approximately 68 per cent of the institutions. Data from these questionnaires were tabulated and practices were categorized in terms of the patterns of operation indicated. Chapter IV is a presentation of the data.

From the data, the writer identified two distinct patterns of organization. According to the practices reported, value judgments were developed. These value judgments were mailed to a jury of outstanding teacher educators with the request that they either "endorse" or "not endorse" them. They were also asked to make recommendations for standards which they would endorse, if they stated they could not endorse the value judgment presented.

On the basis of the jury reaction, a set of defensible quantitative criteria was evolved which should elicit high quality in student teaching programs.

### Organization of the Study

Chapter I has presented the statement of the

problem and the purposes and procedures of the study.

Chapter II presents the historical development of standards in teacher education since 1922.

Chapter III contains a survey of related research and literature.

Chapter IV presents the identification of the patterns of organization and a summary of current practices in teacher education programs in the institutions participating in the study.

Chapter V contains value judgments reflecting current practices in the institutions participating in this study, their recommendations, and professional literature, including the standards of the American Association of Colleges for teacher education.

Chapter VI presents quantitative standards, based on the jury's reaction, and the writer's conclusions.

## CHAPTER II

### BACKGROUND OF THE PRESENT STUDY

#### Historical Development of Standards in Teacher Education

A review of the literature reveals that extensive interest in standards for teacher education programs in the United States has been exhibited by many individuals and organizations. For well over a quarter of a century, considerable emphasis has been placed on acceptable standards for teacher education. Many standards have been accepted and then rejected when it was evident that a change was needed in order to facilitate the programs of various types of institutions educating teachers and to meet the growing needs of the people preparing to enter the teaching profession.

To indicate the progress of the standards movement in teacher education, this chapter will be devoted to a description of the activities of professional and accrediting organizations since 1922.

Groups taking the most active lead in this movement were the National Council for Education, the American Association of Teachers Colleges, American Association of Colleges for Teacher Education, the Association for Student

Teaching, and the National Council for Accreditation of Teacher Education.

The need for adequate standards in teacher education was emphasized in a report of the National Council of Education at the meeting of the American Association of Teachers Colleges in Chicago, February, 1922. This report carried the following recommendations concerning standardization:

6. The teachers colleges should address themselves to the task of standardization. If they are to be colleges in name they should be colleges in fact. This means that for the entrance requirements, student's load, content of courses, academic preparation of the faculty, faculty load, number of weeks' teaching a year, et cetera, they should "square" with college standards. Teachers colleges may never hope to have the respect and recognition of the colleges and universities and the public until this task of standardization is achieved.

7. And as an aid to this standardization, the committee suggests that a more detailed study be made of the organization and administration of teachers colleges and of the content of the course of study, such report to be made by the present committees or by some other committee authorized for that particular purpose.<sup>1</sup>

The year 1923 is one of the important dates in the history of teacher education. It was the year of the

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<sup>1</sup>Committee on Teachers Colleges of the National Council on Education, "The Teachers College Movement," First Yearbook, American Association of Teachers Colleges. (Place of publication not given: American Association of Teachers Colleges, 1922), p. 30.

merger of the National Council of Teachers Colleges (formerly National Council of Education) with the American Association of Teachers Colleges. The year also evidenced the adoption of a set of detailed quantitative standards by the American Association of Teachers Colleges.

This first set of standards had the following provisions pertaining to faculty preparation, teaching load, and student teaching:

4. The minimum scholastic requirement of all teachers in such schools (except assistants in the training school) should be equivalent to that required for a standard bachelor's degree, supplemented by special training or experience, or both, of at least three years. The minimum scholastic requirement of the head of a department should be equivalent to that required by the master's degree.

5. The average teaching program of a teacher in such schools should not exceed 16 hours (of 50 to 60 min. each, herein called "class hours") per week in actual teaching or the equivalent in art, music, laboratory, shop, or supervisory instruction, or in physical education. The class unit for instruction should not exceed 30 students.

6. Such teachers colleges and normal schools should provide adequate facilities for observation and practice teaching, making this work the integrating and controlling factor of the curriculum.

- a. The number of pupils annually enrolled in the training department (including children in public schools used for practice) should not be less than four times the annual number of graduates from the institution.
- b. The teachers in the training department (including the director and



assistants) should number not less than one-third the entire junior college faculty of the institution, and (excepting assistants) should possess the same degree of preparation as other members of the junior college faculty.

- c. Each student candidate for the diploma (60 semester hours of credit) should be required to pursue the equivalent of one school year of observation-practice of not less than one daily class hour or a total of 180 hours.<sup>2</sup>

A Committee on Standards and Surveys was appointed by the American Association for Teachers Colleges for the year 1923-24. During this year they made a study of the prevailing practices which had been adopted.

At the annual meeting of the Association in 1924, the Committee presented a set of more specific standards with permissible minima for many of the items. These standards dealt, in general, with the questions of adequacy of the staff in point of number. The standards were as follows:

- I. The maintenance of a teaching force which is adequate to carry on the work of a teachers college with high collegiate standards requires that in the college department there shall be a ratio of students to faculty which does not exceed fifteen students to one faculty member.

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<sup>2</sup>American Association of Teachers Colleges, "Standards for Accrediting Teachers Colleges and Normal Schools," Third Yearbook, American Association of Teachers Colleges (Washington: National Education Association, 1924), p. 17.

II. The high grade of instructional service expected of the faculty of a teachers college demands that the programs of teachers shall enable them to have time and energy to consult original sources freely, to replenish and reorganize their material constantly, and to keep their own minds enriched by continued constructive study, thus giving vigor and originality to their instruction. To this end the following standard teaching loads are held to constitute a reasonable expectancy for the faculty of a teachers college.

- (a) In English composition, 12 hours of class work a week with classes of 25 students each, which is equivalent to 300 student hours.
- (b) In general class-room subjects, 15 hours of class work a week with 25 students in a class, which amounts to 300 student hours.
- (c) In shop and laboratory work, a weekly class program of 20 periods, with divisions of 20 students, or 400 student hours.
- (d) In physical education, 18 hours a week with 30 students to a class, which gives a load of 540 student hours.

III. The conduct of practice teaching on a basis which shall be effective in leading to a proper initial mastery of the technique of teaching and which shall, at the same time, protect the interests of the children upon whom practice is conducted, requires that:

- (a) Two-fifths of the teaching in training schools should be done by the critic teachers, or by other members of the faculty.

- (b) The standard amount of practice required of every graduate of a teachers college should be 180 hours of supervised teaching.
- (c) For every six college student to be given practice teaching, one critic teacher is required, with a group of 30 to 40 pupils.<sup>3</sup>

It is assumed by the writer that the use of the "student hour" in setting up these standards was merely a device for determining the size of the faculty needed for a given enrollment. This technique would standardize the class size as well as the number of teaching hours per week. Also, the standard set up for supervised teaching seems to be simply a measuring unit for determining the size of the supervisory staff needed in any situation.

These standards evoked much vigorous discussion. Some felt that these standards were too high and were unobtainable by any but a small majority of the schools. Many expressed concern that there was a danger that the standards of supervision would break down by sheer inability of the present staffs to carry the supervisory and teaching load. Others expressed the feeling that the

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<sup>3</sup>H. A. Brown, "Some Next Steps in Establishing Standards for Teachers Colleges," Third Yearbook, American Association of Teachers Colleges (Washington: National Education Association, 1924), p. 54.

teaching and the follow-up work involved in the kind of instruction necessary in an institution for the preparation of teachers could not be done in such large classes. The Committee defended their position by declaring that these standards were representative of current practices in good private colleges and in some of the older and best organized teachers colleges. In their opinion, these standards did not deviate greatly from what was desirable in teacher education institutions.

Due to the intense dissention, the entire report of the Committee on Standards and Surveys was postponed for further consideration. No new set of standards was proposed until the meeting of the American Association of Teachers Colleges in Washington, D. C. in 1926.

The influence of regional accrediting agencies was being felt by the American Association of Teachers Colleges at this time. Many teacher education institutions were beginning to show an interest in the standards of these agencies because they believed that the regional standards would more nearly meet their needs. In March, 1926, the North Central Association of Colleges and Secondary Schools presented a report concerning their policies for standardization at the American Association of Teachers Colleges' meeting, but the report was not

adopted because it was made known that the Association was working toward a new set of standards of its own.

After two years of intense study, the Committee on Standards and Surveys presented another set of standards at the Washington meeting of the Association in 1926. These standards were not as rigid as those proposed in 1924 and they were unanimously adopted by the Association, to become effective September 1, 1927. The postponement of the date these standards were to become effective was to allow the member institutions the remainder of that year and an additional complete academic year in which to study the standards and to prepare the necessary data for accreditation and classification.

The new standards pertaining to teaching load and student teaching were:

#### VI. Teaching Load of Faculty

The following teaching loads shall be the maximum for a teachers college faculty: Sixteen clock hours per week, or the equivalent. Equivalence shall be based upon the ratio of one class period to one and one half class periods in shop and laboratory work, one to one and one quarter in physical education, and one to three fourths in English composition.

#### VII. Training School and Student Teaching

A. Each teachers college shall maintain a training school under its own control as a part of its organization, as a laboratory school, for purposes of observation, and supervised

teaching on the part of students. The use of an urban or rural school system, under sufficient control and supervision of the college to permit carrying out the educational policy of the college to a sufficient degree for the conduct of effective student teaching, will satisfy this requirement.

B. Student teaching shall be so organized as to lead to proper initial mastery of the technique of teaching and, at the same time, protect the interests of the children in the training school.

C. Each teacher in the training school, who is also responsible for a regular amount of student teaching, shall be required to have charge of not more than forty children at any one time.

D. The minimum amount of student teaching required of every graduate of a teachers college shall be ninety hours of supervised teaching.

E. For every eighteen college students to be given ninety hours of student teaching, there shall be a minimum group of thirty children, either in the campus training school or in affiliated urban or rural schools under the supervision of the college.

F. No training school teacher shall supervise, in a year, the entire student teaching of more than eighteen college students, each of whom does ninety hours of student teaching, or an equivalent number of student teachers.

G. In the case of use of affiliated urban or rural schools for student-teaching purposes, when the degree of affiliation and control is restricted to such an extent that a teaching force of more limited training than is contemplated by these standards must be used, and which is not capable of effective supervision of student teaching, there shall be one full-time supervisor of student teaching for every fifty student teachers, each of whom does ninety hours of student teaching. Such supervisors must possess the scholastic qualifications required of members of the faculty of the college department.

H. It is recommended that at least two-fifths of the teaching in the training school should be done by regular teachers of the training school or by other members of the faculty.<sup>4</sup>

Keith severely censured the membership of the American Association of Teachers Colleges for adopting these standards. He claimed that they were "largely an adaptation of those of the North Central Association of Colleges and Secondary Schools--a voluntary organization of the Middle West."<sup>5</sup> He also criticized the current tendency of the Association to try to standardize every detail of procedure. He expressed a need for a clearer definition of what things should be standardized and to what extent by raising such questions as:

Should the hours per week for teachers be standardized at all? Should this standard be absolute (say 16), or should it be variable (say 12 to 20)? And just why, in terms of function, should such a standard be set? I have a suspicion that in our present statement of standards we have imitatively copied a standard that developed in a different functional environment. . . . Even though this association has formally adopted certain

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<sup>4</sup>American Association of Teachers Colleges, "Standards for Accrediting Teachers Colleges," Fifth Yearbook, American Association of Teachers Colleges (Washington: National Education Association, 1926), pp. 11-12.

<sup>5</sup>John A. H. Keith, "Plans for Studying, Modifying, and Enforcing These Standards," Fifth Yearbook, American Association of Teachers Colleges (Washington: National Education Association, 1926), p. 107.



standards, it is doubtful if any constituent member attains all the standards we have so blithely set up.<sup>6</sup>

The advisability of the establishment of rigid standards which could not be enforced and which could not be changed continued to confront the Association. At the 1928 meeting, Dr. E. S. Evenden<sup>7</sup> presented the report for the Committee on Standards and Surveys and in his opening remarks he reminded the membership of the Association "that teachers colleges, as four-year degree granting institutions, are relatively too young to be handicapped by standards which cannot be changed and which, in most cases, have been built upon personal opinion and upon current practice which, in several respects, is admittedly below the desired level." The Committee recommended that no changes be made in the present set of standards at this time and the report was adopted.

Considerable time was devoted to the discussion and improvement of the standards at the annual meeting of the Association in Cleveland, Ohio, in 1929. By this time the standards had been fully accepted by member institu-

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<sup>6</sup>Ibid., p. 109.

<sup>7</sup>E. S. Evenden, "Report of the Committee on Standards and Surveys," Seventh Yearbook, American Association of Teachers Colleges (Washington: National Education Association, 1928), p. 4.



tions of the Association and they were being clarified through usage. Only one item pertaining to faculty supervisory load was made. This standard was amended to read: "If more than 90 hours of student teaching is required the number of student teachers should be decreased so as not to increase the supervisory load."<sup>8</sup>

The process of study and re-evaluation of the standards continued more or less without interruption until 1932. The inclusiveness of the standards was the dominant influence of them. They were now stated in such a manner that they stimulated improvement in all teacher education institutions from the smallest to the largest, from the poorest to the best. No institutions were left out, and all were struggling to reach the goals set by the highest requirements of the standards.

At the annual meeting of the Association in Atlantic City, New Jersey, in 1931, Phelps stated that one of the best things that could be done for teachers colleges would be to write a brief and entirely new set of standards. He expressed his belief that the present standards were designed for heterogenous groups of small, poorly

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<sup>8</sup>E. S. Evenden, "Report of the Committee on Standards and Surveys," Eighth Yearbook, American Association of Teachers Colleges (Washington: National Education Association, 1929), p. 87.

equipped, and poorly organized institutions. He indicated that the standards were too long and that most of the colleges at this time were in Class "A" group (four year degree-granting institutions) of the standards, and that much of the material contained in the standards was useless.<sup>9</sup> However, the Committee on Standards and Surveys requested that no changes be made in the standards at this time for two reasons. First, they believed that since some of the standards had been modified every year since their origin that it would be wise to let them remain substantially as they were for two or three years more so that they could test the value of the standards by applying them to the various schools and colleges. Second, it was their opinion that the investigation then being carried on by the National Commission on the Survey of Teacher Training would provide valuable evidence for making needed changes in the standards in the future.<sup>10</sup>

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<sup>9</sup>C. L. Phelps, "Our Standards--What Shall We Do With Them?" Tenth Yearbook, American Association of Teachers Colleges (Washington: National Education Association, 1931), p. 50.

<sup>10</sup>N. H. Dearborn, "Report of the Committee on Standards and Surveys," Tenth Yearbook, American Association of Teachers Colleges (Washington: National Education Association, 1931), p. 62.

Growing interest in standards of the qualitative nature in contrast to the quantitative ones was becoming more evident. Some individuals declared that the quantitative standards had served their original purposes and that it was time to move toward standards which would evaluate the quality of an institution in a more comprehensive way. Furthermore, it was expressed that proper standards were necessary but that unsuitable standards would constitute obstacles to effective work in teacher education programs.

Attention to qualitative standards continued to gain impetus, and at the 1932 meeting of the Association in Washington, Whitley called for a slow and wise revision of the standards. In his address to the membership, he said:

Standards are, of necessity, matters of growth, and growth is something that cannot be hastened. The hope is expressed, therefore, that those members of the Association who feel that changes ought to be made will insist that changes be made slowly and that nothing may be done hastily in the desire to secure a revision of standards that will handicap the great work the American Association of Teachers Colleges has accomplished during the past two decades.<sup>11</sup>

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<sup>11</sup>Sam H. Whitley, "President's Annual Address," Eleventh Yearbook, American Association of Teachers Colleges (Washington: National Education Association, 1932), p. 30.

Not all persons felt that a drastic change in the standards was needed. Dr. John Alger, President of Rhode Island College of Education, indicated that it was impossible to get away from the fact that some quantitative standards were necessary. He wanted to know how this growing inclination toward standards of the qualitative type could be met. In his remarks he indicated that the present set up of standards were necessary when they were adopted and that they had accomplished much in building up a powerful organization and in enforcing improvement in teacher education. He agreed, though, that it was increasingly evident "(1) that in many respects these standards represent an undesirably low minimum, (2) that they offer too little opportunity for developing personal or regional ideals or experimentation, and (3) that in some cases commendable results are being secured without conforming entirely to the present forms of measurement."<sup>12</sup>

Although Alger realized a need for some quantitative standards he also favored a series of goals or ideals toward which to strive, rather than just a minimum set of regulations. To illustrate his point, he rewrote some of the standards in such a way as to make them represent

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<sup>12</sup>John Lincoln Alger, "Our Standards of Accrediting," Eleventh Yearbook, American Association of Teachers Colleges (Washington: National Education Association, 1932), p. 128.

more fully an expression of goals or ideals. The standard concerning training schools and student teaching was reworded as follows:

A. It is expected that as rapidly as possible each college for the professional preparation of teachers shall have, under its own control and as a part of its organization, a laboratory school for use as follows:

1. For the development of its ideal public school.
2. For studies in the improvement of public school education.
3. As a school with which every student may become thoroly [sic] familiar thruout [sic] his course, and in which he may make his first beginnings at teaching.
4. As a meeting place for theory and practise [sic], and as a background for the discussions in the college classes.
5. As a demonstration school, not only for the students, but for teachers and school officials thruout [sic] the field of service.

B. In addition the college should have abundant access to the public schools in all parts of its field, where students may serve as interns for a full semester, if possible, under the best obtainable critic teachers. Such students should have a large share of the work and of the responsibility for an entire class.<sup>13</sup>

The Association went on record as favoring this kind of standard and directed the Committee on Standards

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<sup>13</sup>Ibid., p. 131.

and Surveys to direct its future effort toward standards of a qualitative nature.

The year 1932 had not been an easy one for the Committee on Standards and Surveys. It was faced with the task of revising the standards and received recommendations from members ranging from abandoning the standards altogether to proposals to make them even higher. The standards were changed this year in form only and improved by eliminating the Class A and Class B distinction.

At the meeting of the Association in 1933, the Committee on Standards and Surveys reported that "no advances in the quantitative standards should be recommended this year, not because there are none which could be made, but in order that more attention may be given to the consolidation of gains already made, to the completion of present programs, and above all, to the study of the less tangible and more important qualitative elements in the work of the schools."<sup>14</sup> The Committee also reported that they recognized the importance of the qualitative elements in teacher education but that they had been unable to prepare standards for such elements.<sup>15</sup>

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<sup>14</sup>E. S. Evenden, "Report of the Committee on Standards and Surveys," Twelfth Yearbook, American Association of Teachers Colleges (Washington: National Education Association, 1933), p. 7.

<sup>15</sup>Loc. cit.

The year 1934 found the Committee on Standards and Surveys still not ready to propose a change in the standards. They requested permission to conduct a study, either through its own personnel or through some well qualified graduate student, of the various patterns of student teaching and training school practices. From this study, they hoped to compile a manual for guidance and assistance in improving the patterns and particular conditions and problems confronting many institutions. It was desired that these patterns might be improved to become types, goals, objectives, or ideals toward which an institution could direct its effort. "Only in this way," the committee indicated, "can sufficient emphasis be placed upon the qualitative as well as the quantitative aspects of the particular situations in the institutions concerned."<sup>16</sup>

The Committee's request was granted and E. I. F. Williams, Professor of Education at Heidelberg College, Tiffin, Ohio, was selected to carry out the research. In the preliminary reporting of this study in 1935, great

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<sup>16</sup>C. L. Kjerstad, "Report of the Committee on Standards and Surveys," Thirteenth Yearbook, American Association of Teachers Colleges (Washington: National Education Association, 1934), p. 9.

diversity is noted in the patterns of organization and also the amount of student teaching required in various teacher education institutions.<sup>17</sup> The study was still underway and no recommendations came from it.

The Committee on Standards and Surveys agreed that qualitative standards were preferable to quantitative ones, but at the 1936 meeting of the Association, it recommended that a sharp break from the quantitative standards not be made at that time. The reason for making this recommendation appears sound.

There had been two meetings of the Committee during the year and they had been greatly impressed by the new standards of the North Central Association of Colleges and Secondary Schools in which definite quantitative standards had been avoided. It was the opinion of the Committee that the plan of the North Central Association would be of great assistance in modifying the standards of the Association. They also believed that the North Central Association's plan should be tested by use before the Association adopted a similar technique on a broad scale.

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<sup>17</sup>T. C. McCracken, "Report of the Committee on Standards and Surveys," Fourteenth Yearbook, American Association of Teachers Colleges (Washington: National Education Association, 1935), p. 128.



Realizing that the North Central Association plan had involved an expenditure of \$135,000, it was the opinion of the Committee that due to the professional character of the member institutions of the Association, a careful study was needed to supplement the North Central Association study before a complete departure was made from the quantitative standards. The Committee requested the Association to grant its permission to make this study and that it be authorized to prepare a plan of study to present to some outside source for financial aid.<sup>18</sup> Both requests were granted.

The major work of the Committee on Standards and Surveys during the remainder of the year centered around developing the proposed plan of study. The Committee met in Washington in October to discuss the entire problem. Representatives of the American Council on Education and the National Education Association were invited to listen to the discussions and to share the benefit of their advice and experience.

The second meeting of the Committee was held in December along with the Accrediting, Executive, and

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<sup>18</sup>N. H. Dearborn, "Report of the Committee on Standards and Surveys," Fifteenth Yearbook, American Association of Teachers Colleges (Oneonta: American Association of Teachers Colleges, 1936), p. 166.

Special Policies Committees of the Association. These combined committees voted to authorize the chairman of the Committee on Standards and Surveys to appoint a special committee to assist him in collecting data and in preparing a statement to support a request by the Association for funds to completely revise the standards and for other needed studies.

West reports that the work of this special committee resulted in a memorandum presenting the historical development of the Association, the story of the development of its standards, some items illustrating the improvement of member institutions, a summary of the professional status of the Association, and the desire on the part of the Association to bring about a refinement of its standards.<sup>19</sup>

A plan was then proposed for a commission to be appointed by the Executive Committee of the Association, this commission to be empowered to ask for funds necessary to carry out the program.

The studies to be conducted by this commission were designed to continue over a period of three years.

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<sup>19</sup>R. L. West, "Report of the Committee on Standards and Surveys," Sixteenth Yearbook, American Association of Teachers Colleges (Oneonta: American Association of Teachers Colleges, 1937), p. 103.

It was proposed that studies already made, such as the National Survey of the Education of Teachers and the North Central Association studies, be utilized but that new material be gathered by means of questionnaires, visitation, conferences, and experimentation. It was estimated that at least \$50,000 would be needed for these studies, to be divided as follows: first year, \$25,000; second year, \$15,000; and third year, \$10,000.<sup>20</sup>

In the spring of 1937, the Committee on Standards and Surveys presented their proposal to the secretary of the General Education Board with a request for financial aid to carry out these studies. They were told that at that time the General Education Board had a proposal from the American Council on Education for studies in the field of teacher education. The Committee was notified later that the Board did not wish to make a grant at that time but would be open to reconsideration of the request in the Fall.<sup>21</sup>

Since funds were lacking to pursue the complete

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<sup>20</sup>Loc. cit.

<sup>21</sup>R. L. West, "Report of the Committee on Standards and Surveys," Seventeenth Yearbook, American Association of Teachers Colleges (Oneonta: American Association of Teachers Colleges, 1938), p. 117.

refinement of the standards, the Association authorized the Committee to make what studies it could, from time to time, of particular standards on the basis of qualitative statements. As a result, Standards II, VII, and IX were revised (See Appendix B) and plans were under way for the analysis of the other standards.

In the fall of 1937, the Committee on Standards was informed by the General Education Board that the American Council on Education had been allotted \$200,000 for studies in teacher education. An encouraging element in the notification was that in the opinion of the General Education Board, the purposes of the Association probably could be served by the studies to be made under the American Council on Education.

The Committee on Standards contacted the American Council on Education and plans were made to conduct, co-operatively, studies of major importance in the whole field of teacher education. It was the belief of the Committee that this cooperative endeavor would be of great assistance to the Association in revising the standards for teacher education.<sup>22</sup>

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<sup>22</sup>Ibid., p. 118.

Many individuals and voluntary studies were carried out during the next ten years. The Committee on Standards and Surveys invited presidents and members of faculties in member institutions to become sub-committees and to be responsible for specific studies for changing the standards from quantitative to qualitative statements.

It is interesting to note some of the reactions to this transition to qualitative standards.

A questionnaire was sent to presidents of member institutions of the American Association of Teachers Colleges with the request that they indicate their attitude toward qualitative standards. Their responses were positive and definite. Eighty-three checked "strongly favorable"; thirty-two "moderately favorable"; one, "slightly favorable"; one, "moderately unfavorable"; and one, "strongly unfavorable".

When asked for the reasons for their attitude, these were the most frequently expressed:

(1) that qualitative standards are more stimulating and challenging; (2) that they provide more flexibility for the development of an institution's personality and adaptation to its special needs; and (3) that they are more difficult to apply.<sup>23</sup>

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<sup>23</sup>E. S. Evenden, "A Quarter Century of Standards," First Yearbook, American Association of Colleges for Teacher Education, 1948, p. 109.

Some other typical answers were:

"More meaningful and helpful."

"Permits greater adaptation to local conditions within approved standards."

"Qualitative standards less likely to result in fixed goals."

"Eliminates the minimum 'deadline' and the sense of having 'arrived' as an institution."

"Qualitative standards are not standards. They can be something 'to play around with'."<sup>24</sup>

A study of great significance to teacher education programs was begun in 1945. The Committee on Standards and Surveys of the American Association of Teachers Colleges appointed a subcommittee to give consideration to the revision of Standard VI, "The Training School and Student Teaching." Since the standards regarding student teaching had not been revised for a period of twenty-five years it was thought that a revision of this section of the standards was urgently needed. It was also the opinion of the Committee on Standards and Surveys that a thorough-going study of the basic assumptions governing student teaching might be necessary before valid recommendations could be made.<sup>25</sup>

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<sup>24</sup>Loc. cit.

<sup>25</sup>John G. Flowers, "Recommended Standards Governing Professional Laboratory Experiences and Student Teaching," First Yearbook, American Association of Colleges for Teacher Education (Oneonta: American Association of Colleges for Teacher Education, 1948), p. 88.

As the work of the subcommittee proceeded, it became evident that the successful fulfillment of the task would require more time than the members of the subcommittee had at their disposal, and also more personnel. Membership on the subcommittee had been enlarged to include many teacher educators throughout the membership of the American Association for Teachers Colleges and the Association for Student Teaching. In order to facilitate and coordinate the work of such a large committee, Dr. Margaret Lindsey was employed as research associate.<sup>26</sup>

Among the many decisions reached by the subcommittee the following seem most important. First, it was decided that the statement of standards should be qualitative in form since this was the policy of the American Association of Teachers Colleges. Second, it was decided that basic principles governing professional laboratory experiences and student teaching should be stated, and those agreed upon as valid should provide the "guide lines" of reference for the complete study. Third, the subcommittee agreed that they should be concerned with the implementation of principles as observed in specific institutions. Fourth, in order to carry out these plans, it

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<sup>26</sup>Loc. cit.

was agreed to use three types of printed materials: (1) a report stating the principles agreed upon, including descriptions showing how the principles could be implemented in colleges and universities; (2) schedules for evaluation; and (3) a statement of the recommended standards which would be a culmination of their study.<sup>27</sup>

As the subcommittee continued its work, it became evident that the scope of the study should be extended to include broader aspects of teacher education programs and not student teaching alone. It was decided to give emphasis to active participation in community activities and to lend importance to professional experiences over the entire period of preparation.<sup>28</sup>

The data upon which the committee based its recommendations were secured (1) by means of an extensive questionnaire which was sent to all member institutions

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<sup>27</sup>John G. Flowers, et. al. School and Community Laboratory Experiences in Teacher Education (Oneonta: American Association of Teachers Colleges, 1948), p. 6-7.

<sup>28</sup>John G. Flowers, "Recommended Standards Governing Professional Laboratory Experiences and Student Teaching," First Yearbook, American Association of Colleges for Teacher Education (Oneonta: American Association of Colleges for Teacher Education, 1948), p. 88.



and to fifty liberal arts colleges having teacher education programs, (2) by visitation and observation in a large number of colleges, (3) by a series of conferences attended by leaders in the laboratory aspects of teacher education, and (4) by the use of consultants who were regarded as experts in the field of teacher education.<sup>29</sup>

The intense study and effort of this subcommittee eventually resulted in the publication of one of the most significant publications known in teacher education circles, School and Community Laboratory Experiences in Teacher Education, commonly referred to as the "Flowers Report."<sup>30</sup>

As an outgrowth of the 1948 publication of the "Flowers Report" was the official adoption by the Association of Standard VI, "Governing Professional Laboratory Experiences."<sup>31</sup> The adoption of this standard was accompanied by a significant point of view in relation to the purposes to be served by such a standard: A recognition that few institutions would find in their programs

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<sup>29</sup>Loc. cit.

<sup>30</sup>John G. Flowers, et.al. School and Community Laboratory Experiences in Teacher Education. 340 pp.

<sup>31</sup>For the complete text of Standard VI, see Appendix B.

complete implementation of the various aspects of the standard and that the standard should serve to provide direction for improvement of teacher education programs.

About the time Standard VI was adopted, there appeared in the work of the American Association of Colleges for Teacher Education a decrease in the emphasis upon evaluation and accreditation of institutions and an increase in attention to the stimulation of self-evaluation and improvement by local staff members and administrators. This shift in emphasis was demonstrated with the establishment of a program of inter-visitation and the development of instruments known as Evaluation Schedules to be used by college staffs and visiting teams. The primary purpose of the intervisitation program was to aid in the improvement of programs for the education of teachers by means of an exchange of ideas about successful practices. It was felt throughout the Association that the intervisitation program would prepare a sound base for the future development of teacher education programs in America.

In 1948, it was decided to merge the efforts of three organizations into one, to be known as the American Association of Colleges for Teacher Education. These three organizations were: The National Association of

Teacher-Education Institutions in Metropolitan Districts, The National Association of Colleges and Departments of Education, and the American Association of Teachers Colleges. It was mutually understood that the standards of the American Association of Teachers Colleges would be the accepted criteria for accreditation and membership in this organization. Thus, the American Association of Colleges for Teacher Education became the sole national voluntary accrediting association in this field.

The next three years were critical years for the American Association of Colleges for Teacher Education. Many colleges and universities became dissatisfied with the multiplicity of accrediting agencies of all types--representing institutions, professions, and licensing departments at the state, regional, and national levels. There was a tremendous increase in the burden of compliance with requests each made, such as recurring visits, high membership fees, and periodic reports to each.<sup>32</sup>

Much of this unrest centered around the questionable validity of some of the quantitative standards and the non-objectivity of some of the qualitative standards.

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<sup>32</sup>W. E. Peik, "The Accreditation of Colleges and Universities for the Preparation of Teachers and the Building of a Profession," Journal of Teacher Education, 1:14, March, 1950, p. 20.

It was felt that some of the actions taken against institutions that did not conform to every detail of the standards appeared unwarranted to the institutions concerned.<sup>33</sup>

A protest was registered by the American Association of Land Grant Colleges against the merger of the American Association of Teachers Colleges with other organizations. They felt that this merged association was planned to cover all institutions, some of which, like land grant colleges, had not been subject to the standards of the Association. This organization declared that the merger was for the purpose of forming a second accrediting association to involve all teacher-preparing institutions which had not previously involved in the activities of the American Association of Teachers Colleges.<sup>34</sup>

As a result of this controversy, the Association of Land Grant Colleges joined with the Association of American Universities, the Association of State Universities, and the Association of Urban Universities, to form a National Commission on Accreditation.<sup>35</sup>

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<sup>33</sup>Loc. cit.

<sup>34</sup>Loc. cit.

<sup>35</sup>Peik, Op. cit., p. 20-21.

The objectives of this Commission were:

A. Support for full institutional control of educational policy, when an institution is subject to appraisal by an accreditation [sic] agency. The Committee will be expected to consider providing: (1) ways and means for institutions to appeal from the decisions of accrediting agencies; (2) procedures for periodic review of established accrediting agencies; and (3) methods of recognition of new organizations seeking to accredit institutional programs.

B. Simplification of accreditation. [sic] In this connection, it is urged that primary consideration be given to ways and means of effecting: (1) a qualitative measurement of an institution in relation to its own stated objectives; (2) a reduction in the number of areas under review; and (3) the simplification and coordination of reporting and other procedures of the review.<sup>36</sup>

In order to fulfill these objectives it was believed by the Commission that one national accrediting agency was needed.

The American Association of Colleges for Teacher Education pledged full cooperation to the establishment of this one agency with the understanding that the Association would hold membership in the organization and that this new organization would serve only as an accrediting agency, including the development of standards for professional schools of education.

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<sup>36</sup>Loc. cit.

This new accrediting organization, known as the National Council for Accreditation of Teacher Education, was officially organized in 1952 with the following membership:

American Association of Colleges for Teacher Education	6 Representatives
Council of Chief State School Officials	3 Representatives
National Association of State Directors of Teacher Education and Certification	3 Representatives
The National Commission on Teacher Education and Pro- fessional Standards	6 Representatives
National School Boards Association	<u>3</u> Representatives
Total	21 Members

An analysis of these representative organizations holding membership on the Council indicates representation from three important elements in education--professional teacher education institutions, state legal educational officials, and national groups in teacher education and research.<sup>37</sup>

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<sup>37</sup>George F. Donovan, Developments in the Accreditation of Teacher Education in the United States (Washington: National Catholic Educational Association, 1956), p. 7.

With the organization of the National Council for Accreditation of Teacher Education, the main function of the American Association of Colleges for Teacher Education came to be the upgrading of the quality of all teacher education programs by providing guidance, stimulation, and assistance when needed.

The National Council for the Accreditation of Teacher Education started immediately to develop a set of standards of a qualitative nature, similar in form and content to the standards which had been used by the American Association of Colleges for Teacher Education. On September 1, 1954, the National Council was ready to assume the role of the official accrediting agency for teacher education institutions in the United States. This organization has effectively performed the function of accreditation since that time.

In looking back over almost forty years of progress<sup>?</sup> in the standards movement in teacher education, the following conclusions seem to be justified:

1. The standards movement was initiated, developed, applied, and revised by individuals and organizations dedicated to the improvement of teacher education.

2. The standards at no time have been considered fixed or static--rather they have represented a growing

program in teacher education, capable of adaptation to expansion, depression, war, and other adjustments.

3. The standards were developed through the consistent effort of a Committee on Standards and Surveys and by the voluntary work of many individuals.

4. At no time has it been indicated that standards of some kind in teacher education were not necessary.

5. Arriving at acceptable standards which could serve all institutions involved in the education of teachers has been no easy task. Groups and individuals have braved opposition as well as financial difficulties in an effort to bring these standards into focus.

6. The standards movement has brought stature and prestige to the teaching profession. Because of the outstanding work of the Committee on Standards and Surveys, many professional and accrediting organizations have been willing to become associated with the movement.

7. Perhaps the greatest contribution of this movement has been the exchange of ideas concerning policies and practices and the added emphasis for the much needed experimentation and research in teacher education.



## CHAPTER III

### REVIEW OF RELATED STUDIES

There is a limited amount of recent research related to this study in its entirety. However, some studies have been completed concerning various elements of it, such as the teaching load of the supervisory staff, compensation for cooperating teachers, course work load of the student teacher during the student teaching experience, and the nature of the supervision of student teachers in institutions using cooperating schools.

In this chapter the writer will review some studies which, in his opinion, have implications for standards for putting into effect high quality student teaching programs in teacher education.

One of the earlier studies was conducted by Garrison in 1927. He indicates in his study, the need for standards to improve the professional preparation, professional status, and the work load of the supervising teacher in college laboratory schools. This study bears particularly heavy upon the status of the supervising teacher on the college staff and upon the work load of such a teacher. Garrison concludes:

1. The training supervisors, upon the attainment of suitable standards in essential respects,

should be given the same ranking titles that are now enjoyed by the college staff, such as, instructor, assistant professor, associate professor, professor, etc. They should also be given the privileges, ranking, and pay that are now enjoyed by the college staff, upon the same or a similar basis.

2. The work of the training supervisor is too heavy, too multiple and varied, and too detailed for the satisfactory performance of her major duties--coordinating her work with that of the college and directing the student teaching in her charge.

3. Expert leadership and guidance under the general direction of the head of the professional work of her division should be given the training teacher.

4. The handling of lesson plans should be made to serve their fundamental purposes in the training school--to meet the student teacher's needs in that regard.

5. Definite, suitable, conference periods should be regularly scheduled for both student teachers and supervisors so that ample time would be available for group and individual conferences as needed each day. This conference work is too valuable to leave to chance.<sup>1</sup>

The many changes in philosophy and practice in student teaching have been brought about through experimentation and research in an effort to improve the professional preparation of the prospective teacher.

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<sup>1</sup>Noble Lee Garrison, Status and Work of the Training Supervisor (New York: Bureau of Publications, Teachers College, Columbia University, 1927), pp. 92-97.

Rucker identified the following trends:

1. There is a trend away from conventional course organizations in student teaching. This course is taking two directions:
  - a. toward a full-time practicum.
  - b. toward a professional core or integrated block near the end of the college experience.
2. There is a trend toward:
  - a. student teaching as a full-time experience.
  - b. the use of more laboratory experiences in teacher education.
  - c. more off-campus experiences in student teaching, including community experiences in the locale where the teaching is performed.
  - d. increasing the time allotment given to student teaching and to other laboratory activities of teacher education.
  - e. increasing the amount of academic credit awarded for student teaching.
  - f. the use of laboratory activities, including student teaching, as the reference point of the whole curriculum in teacher education.
  - g. student teaching on more grade levels.<sup>2</sup>

In 1948 the Association for Student Teaching appointed a committee to explore the problems of off-campus student teaching. Glennon and Weeks worked jointly to determine the administrative aspects of such programs. This study represented practices in 139 teacher education institutions accredited by the American

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<sup>2</sup>W. Ray Rucker, "Trends in Student Teaching - 1932 to 1952," Journal of Teacher Education, 4:261, December 1953.

Association of Colleges for Teacher Education.

An item of inquiry in this study contained reference to the academic program of student teachers doing off-campus student teaching. It was found that 69.4 per cent of the institutions reporting did require the student to carry some course work while 30.6 per cent had no such requirement. The median number of credit hours carried was ten, with the least being two and the most being seventeen. Their conclusion concerning this practice was:

It seems obvious that a student carrying ten or more credit hours of course work concurrently with his student teaching experience can hardly be expected to feel adequate to both tasks or to grow to his optimum in ability to guide a teaching learning situation.<sup>3</sup>

This study also included a question of policy as to whether the student was required to live in the community during his off-campus experience. The analysis of this item indicated 69.7 per cent of the institutions do not require the student teacher to live in the community and in 30.3 per cent of the institutions the student had to meet this requirement. In their opinion:

To allow the student to live elsewhere than in the community, perhaps, deprives them of some

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<sup>3</sup>Vincent J. Glennon and Edwin E. Weeks, "The Administration of Programs of Off-Campus Student Teaching," Thirtieth Yearbook, The Association for Student Teaching (Lock Haven, Pennsylvania: Association for Student Teaching, 1951), p. 54.

of the most important benefits to be derived from an off-campus assignment--becoming an integral part of the community, adjusting to its social life, and becoming acquainted with not only the school personnel, but the clergymen, the businessmen, the political leaders, etc.<sup>4</sup>

A problem of great concern to institutions using off-campus centers has been the status and recognition of cooperating school supervising teachers. As an acknowledgement of the valuable service rendered by the cooperating teacher, most institutions offer some type of award, the most common type being the payment of a cash honorarium to the cooperating teacher.

According to Glenn and Weeks, other types of awards made to cooperating schools and cooperating teachers are:

1. Payment of money directly to the cooperating school or school district.
2. Awarding of tuition credit to the cooperating teacher.
3. Awarding of cash honorarium to the cooperating teacher.
4. Furnishing substitute teachers for the cooperating school.
5. Furnishing expense money for cooperating teachers' attendance at workshops, conferences, and conventions.
6. Housing of public school students in college-owned buildings.
7. Granting to cooperating teachers the use of college facilities not offered to other teachers.

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<sup>4</sup>Loc. cit.

8. Supplying educational equipment, supplies, texts, and furniture.
9. Supplying occasional consultant services by college staff.
10. Awarding of a four year scholarship to a student of the cooperating school.
11. Awarding a cash honorarium to the cooperating principal.
12. Awarding of credit toward the bachelor's degree to the cooperating teacher.<sup>5</sup>

Evans' study in 1957 was to determine practices pertaining to the supervision of student teachers and the faculty load in 225 institutions which were members of the American Association of Colleges for Teacher Education. In slightly over half of the colleges included in this study, student teaching was done in both campus and off-campus schools. Slightly less than half reported the use of off-campus schools exclusively, and in only five cases were campus schools used for student teaching entirely.

This study showed great variation in the number of student teachers assigned to each supervising teacher. In 45.7 per cent of the institutions, it was reported that they assigned only one student teacher to each supervising teacher in the cooperating or campus laboratory school; 25.3 per cent assigned two students per teacher; seven per cent assigned three; 6 per cent assigned four; and the

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<sup>5</sup>Ibid., p. 58.

remaining 16 per cent were scattered.<sup>6</sup>

Evans also examined practices in the institutions concerning the number of student teachers for whom a college supervisor was responsible for visiting. It was found that 70 per cent of the institutions had a formula to guide them in their practices. Of the institutions having a definite formula, the median number of students assigned per credit hour of load was 3.5.<sup>7</sup>

The extreme variation in the practices reported in this study, led Evans to conclude:

Probably it should not be expected, perhaps it is not even desirable that there should be any strict uniformity among the schools with regard to these practices. It would seem, however, that the tendencies toward uniformity found among the colleges and universities in their various academic practices would suggest that the variations in the practices with regard to student teaching are more extreme than would be necessary in order to provide for whatever particular differences exist in the different institutions.<sup>8</sup>

A nation-wide study was made by Strebel in 1935 to determine the nature of the supervision of student

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<sup>6</sup>Howard R. Evans, A Survey of Student Teaching Practices and the Calculation of Teaching Load (Oneonta: American Association of Colleges for Teacher Education, 1957), p. 2. (Mimeographed.)

<sup>7</sup>Ibid., p. 5.

<sup>8</sup>Ibid., p. 8.



teaching in universities which used cooperating schools.

The specific purposes of the study were:

1. To make a survey of current supervisory practices.
2. To evaluate present practice in terms of principles established by documentation.
3. To make such recommendations relative to the supervision of student-teaching done in public high schools as may be warranted by an interpretation of the data.<sup>9</sup>

Strebel used three different questionnaires for supervisory personnel, student teachers, and directors of student teachers. Participating in this study were eighty-two supervisors, 196 supervising teachers, 1,302 student teachers, and thirty directors of student teaching.

As a basis for evaluating the various aspects of the study, Strebel set up the following principles as a guide:

1. The student teacher should be inducted into responsible teaching by means of a progressive series of increasingly difficult and increasingly complex activities.
2. The supervisory program should provide for the preparation of student teachers for their observation and participation activities and for an evaluation of the experience received in these activities.

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<sup>9</sup>Ralph F. Strebel, The Nature of the Supervision of Student Teaching in Universities Using Cooperating Public High Schools (New York: Bureau of Publications, Teachers College, Columbia University, 1935), p. 6.



3. Members of the supervisory staff should be thoroughly trained in the field of supervision and have a breadth of experience.

4. Supervision of student teaching should be considered as a regular part of the service load of supervising teachers and university supervisors.

5. The supervisory staff should carry on its activities in terms of a well coordinated program.

6. The supervision of student-teaching should make its focal point the integration of educational theory and subject matter with classroom practice.

7. Induction and responsible teaching should be differentiated in length and variety of activities on the basis of the needs of the individual students.

8. Universities should have enough control over the schools in which practice is given to approve the teachers with whom students are placed, determine the assignments of students and modify the curriculum and methods of instruction in the schools.

9. Cooperating public high school teachers who serve as supervising teachers should be subsidized by the university.

10. The student teaching program should provide for practice in all phases of the teacher's work.<sup>10</sup>

Regarding the student teaching supervisory staff, some of Strebel's findings were:

1. The data reveal that with 23 per cent of the university supervisors holding only a baccalaureate degree and with 53 per cent of the supervising teachers holding less than a master's degree, a large proportion of the supervisory staffs in student-teaching had inadequate academic preparation.

2. Slightly more than 25 per cent of the university supervisors were identified in a

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<sup>10</sup>Ibid., pp. 13-26.

primary way with university subject-matter departments. This is an encouraging indication, but for effective integration there should be upward extension of this to the point where a large proportion of the subject-matter teachers participate in supervision.

3. Since the evidence shows that university supervisors assumed the supervision of student-teaching in addition to a regular teaching load, their supervisory responsibilities were too heavy for effective work. The supervisory load of the supervising teachers was not excessive.<sup>11</sup>

As a result of his study, Strebel made the following recommendations concerning supervision of student teaching:

1. The professional status of the supervision of student-teaching in the universities should be raised.

2. Supervising teachers should be selected jointly by the university and public schools on the bases of professional training, experience, and personal fitness.

3. So far as possible, universities should build up a permanent staff of supervising teachers.

4. Since both classes of supervisory officers have professional contacts with the student teachers their work should be closely coordinated.

5. There is need for closer integration of the various factors within the university which contribute toward the preparation of teachers.<sup>12</sup>

Standard VI, "Governing Professional Laboratory Experiences," of the American Association of Colleges for Teacher Education has had considerable influence on teacher education programs. In 1953, Lindsey conducted

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<sup>11</sup>Ibid., pp. 37-38.

<sup>12</sup>Ibid., pp. 123-26.

a study to find what changes had occurred in programs of teacher education since the adoption of the Standard. Her data was secured from: (1) Evaluation Schedules, (2) studies in teacher education over a period of five years, and (3) a review of professional literature on teacher education.

A summary of the data secured from a one-third sampling of the Evaluation Schedules completed by the close of 1953 show:

1. There is significant increase in provision for professional laboratory experiences throughout the four years of the college program.

2. A greater number of institutions provide opportunities for prospective teachers to observe and participate in activities in the total school and in the community.

3. Provision for direct experiences is made chiefly through work in educational psychology and methods courses with very limited opportunities in subject-matter courses.

4. In general, students are spending more time in student teaching, both because of increased emphasis on full-time student teaching and because of increase in the length of assignment to student teaching.

5. Provision for individual differences of students in student teaching is still limited, the chief provision being through adjustments in the nature of activities.

6. There is a marked increase in use of off-campus, college cooperating schools in all phases of the sequence of professional laboratory experiences.

7. The extent to which community agencies are used as facilities for laboratory experiences is far greater than that indicated in the 1948 report.

8. Students engaged in professional laboratory experiences still get their guidance from laboratory school teachers of education, with little participation in this activity by subject-matter teachers.<sup>13</sup>

The activities of various professional organizations, the evidence from professional literature, and doctoral studies also supported the conclusion that Standard VI has influenced teacher education programs. In summarizing, Lindsey states:

The evidence is clear. Standard VI has greatly influenced the thinking and behavior of teacher educators. It has stimulated curriculum revision in institutions engaged in preparation of teachers. It has precipitated, even among educators whose chief concern is in in-service education, sincere concern over the degree to which programs of teacher education are realistic.<sup>14</sup>

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<sup>13</sup>Margaret Lindsey, "Standard VI--Five Years After," Seventh Yearbook, American Association of Colleges for Teacher Education (Oneonta: American Association of Colleges for Teacher Education, 1954), p. 124.

<sup>14</sup>Ibid., p. 130.

## CHAPTER IV

### PRESENTATION OF DATA

#### Introduction

Teacher education programs have taken many forms of organization and administration in an effort to provide the qualities of experience for prospective teachers which are set forth in Standard VI of the American Association of Colleges for Teacher Education. This qualitative standard imposes no rigid requirements, nor certain paths to follow, but encourages progress toward goals which provide direction.

The increasing college enrollments following World War II, the demand for more direct experience in teacher education, and varying local conditions have presented problems of intense concern for teacher preparing institutions. These problems are not peculiar to any one plan or program of teacher education, and the severity of the problems and possible means of solving them are often different for each.

Many of the problems confronting teacher education institutions have served to focus attention on a need for some defensible quantitative standards in order to improve

the effectiveness and the quality of student teaching programs. It appears that most administrators have little knowledge of the job to be done by those working in student teaching programs, and as a consequence, in many cases, are reluctant to accept the recommendations of those participating in the program with respect to defensible standards.

In this chapter the writer will present the data obtained from the questionnaire (See Appendix A, page 165) concerning organization, administration, student teaching practices, and recommendations for up-grading student teaching programs.

### Patterns of Organization

The responses of fifty-seven teacher education institutions indicate varying patterns or arrangements for providing the student teaching experience. Table I indicates that only two institutions, 3.5 per cent, use campus laboratory schools exclusively, while fourteen institutions, 24.7 per cent use a combination of the campus laboratory school and off-campus cooperating schools with students commuting from the campus. Local conditions, such as inadequate housing or nearness of the cooperating school to the campus might be a determining factor in

TABLE I  
(Pattern I)

PATTERNS OF ARRANGEMENT FOR STUDENT TEACHING EXPERIENCES  
IN FIFTY-SEVEN TEACHER EDUCATION INSTITUTIONS IN THE  
SOUTHEASTERN REGION OF THE UNITED STATES

Patterns of Operating	Number	Per Cent
1. Campus laboratory school and off-campus cooperating school with students commuting from campus	14	24.7
2. Off-campus cooperating schools, some students commuting and some living in off-campus centers	11	19.5
3. Off-campus cooperating schools with students commuting from the campus	11	19.5
4. Combination of campus laboratory schools, off-campus cooperating schools with students commuting from the campus, and off-campus cooperating schools with students living in off-campus centers	10	17.6
5. Off-campus cooperating schools with students living in off-campus centers	6	10.5
6. Combination of campus laboratory schools and off-campus cooperating schools with students living off-campus	3	5.3
7. Campus laboratory schools exclusively	2	3.5
	57	100

using the latter pattern. These same factors could be the reason that eleven institutions, or 19.5 per cent, use off-campus schools with all students commuting from the campus.

The necessity for some students to take classes on campus during the student teaching experience could influence the fact that eleven of the colleges, 19.5 per cent, use off-campus cooperating schools with some students commuting from the campus and some students living in the off-campus center.

A combination of the above factors could account for the fact that ten of the institutions use campus laboratory schools, off-campus cooperating schools with students commuting from the campus, and off-campus cooperating schools with students living in the center. The need for facilities for special programs such as vocational home economics, vocational agriculture, and industrial arts, which may or may not be found in campus laboratory schools or nearby cooperating schools, could be the guiding influence here. This might also be the reason why three of the institutions use a combination of campus laboratory schools and off-campus centers exclusively, with students living in the centers. This practice might also result from a combination of any of the factors mentioned for any of the other plans.



The influencing factors suggested for the diversity of organization in teacher education are purely speculative. This study did not attempt to determine the reasons for employing the various arrangements to provide the student teaching experience.

In the opinion of the writer, teacher education institutions in the Southeastern Region of the United States should be commended for their effort to capitalize on their local environment in developing their student teaching programs. This diversity appears to be a whole-some indication that there is a sincere desire on the part of institutions preparing teachers to implement the section of Standard VI of the American Association of Colleges for Teacher Education which strongly emphasize the necessity for

. . . laboratory experiences sufficiently extensive to provide for each student contact with 'normal' situations, varied enough to provide contact with different pupil groups and different curriculum and administrative organizations, and located for student convenience and staff accessibility.<sup>1</sup>

Table I reveals two prominent patterns of organization of student teaching programs in institutions of higher

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<sup>1</sup>American Association of Colleges for Teacher Education, Revised Standards and Policies for Accrediting Colleges for Teacher Education of the American Association of Colleges for Teacher Education (Oneonta: American Association of Colleges for Teacher Education, 1952), pp. 28-29.

learning in the Southeastern Region of the United States.

These are:

Pattern I: The student teaching experiences take place in off-campus cooperating schools. The students either commute from the campus or live in the off-campus center.

Pattern II: The student teaching is performed in a combination of campus laboratory schools and off-campus cooperating schools. The students either commute from the campus or live in the off-campus center.

It is not determined in this study if all the student teachers included in Pattern II had experience in both the campus laboratory school and the off-campus cooperating school.

For the purpose of this study, the two schools reporting the use of campus laboratory schools exclusively have been eliminated. With the national trend away from the exclusive use of campus laboratory schools for preparing teachers, it is believed that this pattern would not be of enough significance to warrant its use.

It is the purpose of this study to evolve some defensible quantitative criteria for student teaching programs, regardless of the institutional arrangements for providing this experience. However, the data are assembled and presented in terms of each of the two patterns identified in order that the reader can get a better understanding of current practice and problems relating to each pattern of organization.

#### Pattern I

Twenty-eight institutions participating in the study fall in this pattern. In eleven of the institutions the students commute from the campus to the off-campus cooperating school; six institutions report students living in the off-campus centers. Eleven of the institutions have a combination of both plans with some students commuting from the campus and some students living in the off-campus centers.

Of the institutions included in this pattern, 36 per cent are operated on a quarter basis and 64 per cent follow a semester plan of organization. A survey of the data does not reveal much difference in the practices of the schools organized on the semester plan as against those organized on the quarter basis.

Great difference is shown in the daily time allotment for the student teaching experience in the institutions participating in the study. The time variation ranges from full-time student teaching for twelve weeks to a daily two-hour block for eighteen weeks. Table II indicates the time variations.

Evidently the institutions are well satisfied with these arrangements. Only four recommendations for changes were made, and only one of these was concerned with the time allotment for the student teaching experience. One respondent expressed a need to lengthen the orientation period prior to going off-campus for student teaching; two indicated a need for an orientation class to be scheduled for one entire quarter before student teaching is taken; and one indicated a desire to move into a full-time student teaching program for secondary student teachers.

If the student teaching experience is to be an integral part of the total program of teacher education, the supervision and guidance of this experience must be the joint responsibility of the college supervisor and all other teacher education personnel. The numerous tasks these persons are expected to perform is generally agreed to be an important factor in the quality of the service which can be rendered.

TABLE II  
(Pattern I)

DAILY TIME ALLOTMENT FOR STUDENT TEACHING

Number of Institutions	Daily Time Allotment	Number of Weeks
5	Full Time	8
10	Full Time	9
6	Full Time	10
5	Full Time	12
1	Four Hour Block	9
1 N=28	Two Hour Block	18

The determination of the work load of faculty members engaged in the supervision of student teachers presents an enduring and difficult problem to administrators. This problem is made even more difficult by the many subjective factors involved in the very nature of the job of the college supervisor. Some of the factors which should be considered important in determining the work load are the number of students to be supervised, the number of classes taught, the number of advisees on campus, and the number and nature of the committee assignments usually given faculty members. There are undoubtedly many other factors.

A phase of this study is concerned with the practices of institutions in arriving at the work assignment of a college supervisor and other faculty members involved in the supervision of student teachers. In response to the question, "Does your institution use a formula for computing the work load of the student teaching staff?", 32 per cent of the participants report that they do have, and 68 per cent indicate that they do not have any such plan.

Much variation in determining the college supervisor's work load is noted in the description of the work-load formulas which the participators gave in the original questionnaire.

Work load consists of one coordinator per center -- no other teaching responsibilities provided the center has at least thirteen student teachers. Other responsibilities consist of advisory and miscellaneous types. Exceptions to this have been made; however, usually it is adhered to rather strictly.

Fifteen student teachers is considered a full load.

The Board of Education requires that a full-time teacher carry a work load of fifteen credit hours. The supervision of student teachers is counted as 60 per cent of the instructional work load.

College supervisors of student teachers, one credit for two and one-half student teachers.

College supervisors: three-fifths quarter hour credit per student teacher. Twenty-five student teachers is a full load.

Eighteen student teachers in off-campus centers (reasonably well grouped) constitute a full load. This is an ideal toward which we work, but other responsibilities often make it impossible to follow.

In response to the request that participants make recommendations concerning the work load of faculty members engaged in the supervision of student teachers, only three chose to do so. These recommendations are:

Fifteen maximum per university supervisor with reduced loads where other duties are assigned.

Reduce the number of hours required for instructional duties and free more time for the direct supervision of student teachers.

Count twenty student teachers as a full load for a college supervisor.

The lack of uniformity concerning the number of student teachers a college supervisor is responsible for during a term of student teaching reveals great variation and indicates a need for better criteria for evaluating this phase of his work in determining the work load. The range in the number of student teachers assigned to a college supervisor by the institutions participating in the study is from five to ten student teachers in four institutions to thirty-five to forty-five student teachers assigned by one institution. A survey of the data, however, indicates that all the college supervisors have other duties on campus in addition to the supervisory obligations. It is not determined what per cent of the work load the supervisory duties represent. The number of student teachers assigned to a college supervisor by institutions included in this study is shown in Table III.

In order to perform effectively the supervisory assignments, 35.7 per cent of the respondents recommend ten to twenty student teachers per term as an adequate load; 10.7 per cent recommend twenty to twenty-five student teachers. No recommendation was made by 53.6 per cent of the participants concerning the number of student teachers to be assigned to a college supervisor.



TABLE III  
(Pattern I)

NUMBER OF STUDENT TEACHERS SUPERVISED  
BY COLLEGE SUPERVISORS

Number of Institutions	Students Assigned
4	5 - 10
9	10 - 15
6	15 - 20
5	20 - 25
2	25 - 30
1	30 - 40
1	35 - 45
N=28	

According to the statements made by the respondents, the number of students a college supervisor is responsible for during the term does not appear to limit his effectiveness as much as the other responsibilities he is assigned, such as teaching classes on campus, advisees on campus, and college committee assignments.

Table IV indicates the most prevalent types of duties performed by the college supervisor in addition to his supervisory duties. It is noted that 60.7 per cent of the college supervisors teach classes on campus. The range in number of hours taught is three to six in four institutions to twelve to fourteen hours in one. It was not indicated if the teaching assignments are late afternoon or evening classes or if the classes are scheduled during the regular school day.

The table also points out that twenty-one, or 82.1 per cent of the college supervisors, are responsible for advisees on campus. The number varies greatly from institution to institution. The range in the number of advisees is from ten to twenty in six institutions to more than one hundred in one institution. The writer realizes that the kind of advising done is the important element in the number of advisees a faculty member can handle. If the advising is limited to simply approving courses selected by students, it is possible that a large number can be handled;

TABLE IV  
(Pattern I)

RESPONSIBILITIES, OTHER THAN SUPERVISORY,  
OF THE COLLEGE SUPERVISOR

Type of Assignment	Per Cent	Number Institutions Reporting	Number of Hours Teaching
Teaching on campus	60.7	4 2 1 1 2 1 N=11	3 - 6 6 - 9 5 - 10 10 - 12 8 - 12 12 - 14
Advisees on campus	82.1	6 7 5 1 1 1 0 0 0 0 1 N=21	Number of Advisees 10 - 20 20 - 30 30 - 40 40 - 50 50 - 60 60 - 70 70 - 80 80 - 90 90 - 100 100 - 110
Committee Assignments on campus	85.7		

but, if the guidance is of the nature of guidance and counseling, or directing theses, the number should be exceedingly small.

The author believes that the college supervisor should actively participate in committee work on campus. He should have a part in determining policy and in knowing what is going on in the college which prepares the students he will supervise. Caution should be exercised, however, in making these committee assignments, and the college supervisor of student teaching should not be assigned to committees which will be so time consuming as to hinder his supervisory duties off-campus.

The institutions involved in this study report that 85.7 per cent of the college supervisors of student teaching have committee assignments; however, the nature of the committee and the amount of time involved in committee work is not described.

Other duties mentioned include the sponsoring of student organizations and the teaching of extension classes off-campus.

Several recommendations are made by the respondents which point out the need to limit the extra responsibilities of the college supervisor during the student teaching term. Some of these are:

Reduce supervisory assignments according to

other duties assigned.

Full-time supervision of student teachers without these extra responsibilities.

Reduce committee assignments.

Reduce teaching load.

Eliminate committee work or reduce the teaching load.

Eliminate all teaching on campus during the quarter supervision of student teaching is done.

In most cases, the key person in an off-campus student teaching program is the cooperating teacher. A major concern of the college supervisor of student teaching is the identification and selection of qualified cooperating or supervising teachers. However, it is interesting to note that 71.4 per cent of the institutions using the off-campus plan report that they experience no difficulty in securing a sufficient number of cooperating teachers with the required training. Only 28.6 per cent report that they have this difficulty.

Professional preparation and experience appear to be the outstanding qualifications required by the institutions for a cooperating teacher. The minimum requirement in 46.4 per cent of the institutions is a bachelor's degree, two to five years of experience, and some required courses in supervision preferred. A master's degree, college

courses in supervision, and three to five years of experience is the minimum requirement in 50 per cent of the institutions. One institution reports a minimum requirement of a doctor's degree with experience on both the elementary and the secondary school level. It may be that this person interpreted the question as having reference to the college supervisor of student teaching rather than to a cooperating teacher.

No requirements other than preparation and experience can be found in the recommendations made by the participants. The quality of a teacher which enables him to guide the learning of a group of children in a classroom and at the same time promote the professional growth of a student teacher is not suggested.

Some of the recommendations concerning minimum requirements for the cooperating teacher are:

Public school teaching experience; training in supervision.

Cooperating teachers with some type of "training" relative to the supervision of student teachers -- college courses, workshop, in-service, or some method -- perhaps state certification.

Would like to use only people with degree, minimum of three years successful teaching experience, and who had completed a special preparatory course for working with student teachers.

Minimum of master's degree and two years experience as a teacher.

The number of student teachers assigned to a cooperating teacher during a term can influence the effectiveness of the cooperating teacher in guiding the growth of the student. Many institutions are aware of this and have made an effort to keep the number to a minimum. At the secondary level, 60 per cent of the institutions report that only one student teacher is assigned to a cooperating teacher during a student teaching term. Two student teachers are assigned to a cooperating teacher at the same time in 32 per cent of the schools. Only two schools, or 8 per cent, report a ratio of three student teachers to a cooperating teacher.

In the elementary school, 71.4 per cent of the institutions report one student teacher to a cooperating teacher at the same time. Two student teachers are assigned to a cooperating teacher in 10.7 per cent of the elementary schools, and 7 per cent report a maximum of four student teachers assigned to a cooperating teacher.

The recommendations concerning the number of student teachers assigned to a cooperating teacher at the same time indicates, that in current practice, the number is higher than desired. Only one student teacher to a cooperating teacher at the same time is recommended by 82.7 per cent of the institutions and 14.8 per cent recommend a maximum of two student teachers at the same time.

The supervision of student teachers is considered a part of the cooperating teacher's professional load. In many instances, student teachers are assigned to a cooperating teacher in an understaffed school where teachers are already overloaded with teaching and other related responsibilities. This raises the question in many teacher education institutions of how many quarters or semesters a year a cooperating teacher should be requested to supervise a student teacher.

In practice, the investigation reveals that at the secondary level, 43.4 per cent of the institutions assign a student teacher to a cooperating teacher only one quarter or semester during the year; 34.3 per cent, twice; and 14.4 per cent of the institutions assign a student teacher to a cooperating teacher three times during the year. Only one institution reports that a cooperating teacher supervises a student teacher four times during the year.

In the elementary schools, 54.2 per cent of the institutions report that only one student teacher is assigned to a cooperating teacher during the year; 25 per cent of the institutions assign a student teacher to a cooperating teacher twice during the year; 12.5 per cent, three times; and 8.3 per cent use the professional service of a cooperating teacher four times during the year.



The most popular and most effective device for guiding the teaching experiences of the student teacher is the conference. In many instances, the heavy teaching schedule of the cooperating teacher prevents the scheduling of the necessary time for conferences with student teachers. Therefore, conferences are held after school in the afternoon, or not at all.

The investigation as to the per cent of cooperating teachers having at least one period a day available for conferences with student teachers, reveals great variation. The range is from no time available in five instances up to all teachers having a period a day for this purpose in six schools. Table V shows this variation in conference time available.

Helping the cooperating teacher understand his role and responsibilities in the college's program of student teaching is the obligation of the institution. Better relationships can be established between the cooperating schools and the institutions when the cooperating teacher is made to understand the important part he plays in making the student teaching program a success.

In order to bring about this understanding, many institutions invite the cooperating teachers to the campus for meetings concerning student teaching. This provides

TABLE V  
(Pattern I)

PER CENT OF COOPERATING TEACHERS HAVING  
SCHEDULED CONFERENCE TIME  
FOR STUDENT TEACHERS

Number of Institutions Reporting	Per Cent of Teachers
5	None
3	10
1	25
1	45
6	50
2	75
1	90
1	95
6	100
N=21	

an opportunity for the cooperating teachers and administrators to ask questions, share ideas, and to become better acquainted with methods and techniques for improving the professional service they are rendering.

Many institutions involved in the study do plan meetings on the campus for the cooperating teachers. In practice the number of meetings held each year range from zero to six and the number of meetings recommended by the participants ranges from zero to four. Table VI reveals the practices and recommendations of the various institutions.

The practice with respect to the compensation of cooperating teachers varies considerably from one institution to another. Many teachers are compensated directly for their service, usually on a per-student basis. However, some institutions contribute to the school system and funds are used for the professional library, audio-visual aids, expenses for professional meetings, and teaching aids and materials from which the entire staff would profit.

Other forms of compensation are less tangible, but important. These forms are usually scholarships for workshops in the supervision of student teachers, tuition-free courses, use of college library and film facilities, payment of membership in the Association for Student Teaching,

TABLE VI  
(Pattern I)

NUMBER OF MEETINGS ON CAMPUS FOR COOPERATING  
SCHOOL PERSONNEL AND NUMBER RECOMMENDED  
BY PARTICIPATING INSTITUTIONS

CURRENT PRACTICE		RECOMMENDATIONS	
Number of Institutions	Number of Meetings	Number of Institutions	Number of Meetings
9	0	2	0
10	1	6	1
5	2	7	2
2	3	6	3
1	6	5	4
N=27		N=26	

and recognition as members of the college faculty.

Since cooperating teachers provide a valuable professional service for teacher education institutions, it seems that compensation, regardless of type, is reasonable and defensible.

Table VII indicates the cash payments to cooperating teachers or schools by the institutions participating in this study. The considerable variation from institution to institution can be seen, the range being from \$15.00 per student teacher to \$130.00 per student teacher. In all but two cases, the money is paid directly to the cooperating teacher. One institution pays the money to the school system and the system in turn pays the cooperating teacher. In the other case the money is paid to the school system and is used for the professional growth of the teachers in-service.

Other types of recognition or awards given by the institutions participating in this study were:

1. One gives to cooperating teachers in scholarship consideration for summer sessions.
2. One offers credit for graduate work.
3. In another institution the cooperating teacher is considered a member of the faculty of the College of Education.

TABLE VII

(Pattern I)

COMPENSATION PAID TO COOPERATING TEACHERS  
AND SCHOOL SYSTEMS

Number of Institutions	Amount of Compensation
1	\$ 6.00 for each credit hour
1	10.00 per hour excluding observation and study halls
1	15.00 per month to supervising teacher
1	20.00 per student teacher
3	25.00 per student teacher
1	25.00 per student teacher paid to school system; they in turn pay the cooperating teachers
1	25.00 per student teacher paid to school system and used for professional improvements
1	30.00 per student teacher
1	33.00 per student teacher
1	35.00 per student teacher
2	45.00 per student teacher
4	50.00 per student teacher
1	60.00 per student teacher
1	100.00 per year
1	130.00 per student teacher
2	(15.00 quarter - Temporary status, ( B. S. Degree, no ( specific training ( for supervision (30.00 quarter - Provisional status, ( B. S. Degree, one ( course in super- ( vision (40.00 quarter - Professional status, ( M. A. Degree, three ( courses in super- ( vision
1	State Department Honorarium: 20.00 quarter, <u>Temporary status</u> 30.00 quarter, <u>Provisional status</u> 50.00 quarter, <u>Professional status</u>

4. A scholarship for a workshop in supervision of student teachers is given by one.

### Student Teaching

Section II of the questionnaire used to gather data for this study (See Appendix A, page 165) deals with the various activities of student teachers during the student teaching experience.

Standard VI of the American Association of Colleges for Teacher Education gives emphasis to the fact that the professional activities of the teacher education program should be designed to give "opportunity for responsible participation in the major areas of the teacher's work."<sup>2</sup> In the words of the standard, this aspect is implemented most fully:

1. When a variety of experiences helps the student form working concepts of the role of the teacher in the school and community; to understand children and youth of varied abilities and socio-economic backgrounds; and to develop competence in working with children, parents, colleagues, and community agencies.

2. When the period of student teaching provides opportunities for the student to perceive the major gain in a functional understanding of the interrelationships among the various aspects through being an active agent in the teaching process.

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<sup>2</sup>See Appendix B, Standard VI, Section B, pp. 195.

3. When provision is made for some full-time student teaching -- a period of consecutive weeks when the student's college program consists only of those activities related to student teaching. While the student may have contact with a range of activities of the teacher through diversified laboratory experiences prior to student teaching, it is through a period of full-time student teaching that the student can best see these activities in relationship, in a single setting, and test his ability to carry on these activities concurrently.<sup>3</sup>

The data reveal that attempts are being made to provide a variety of experiences during student teaching to help the student gain a full understanding of the total job of a teacher.

Most of the institutions involved in this study were of the opinion that no other work except related, on-the-job conferences and seminars should take place during student teaching. This was evidenced by the fact that 75 per cent of the institutions have a policy of not permitting students to take classes on campus during the student teaching experience in order that more of the students' time can be devoted to school and community activities.

The 25 per cent of the institutions allowing students to take classes on campus during student teaching expressed a desire that the policy be discontinued.

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<sup>3</sup>Ibid., p. 196.



In response to a question of policy as to whether the student teacher is required to live in the community in which student teaching is done, 48.1 per cent of the institutions do have such a requirement while 51.9 per cent reported no such policy. The reason for this might be the nearness of the cooperating school to the campus, or inadequate housing facilities where the cooperating schools are located.

It is interesting to note, however, the extent of the student teacher's participation in community activities. The approximate number of community meetings attended by student teachers included in this study was from one to five in nine institutions and twenty to twenty-five in one. Table VIII shows the approximate number of community meetings (i.e. church, P. T. A., scouts, civic clubs) attended by student teachers in the various institutions.

The recommendations concerning participation in community activities indicates favorable inclination toward the practice. It is the opinion of the writer, however, that the best plan is to present the values to be derived from such participation to the student teachers and then let them make the decisions. Forced attendance will not likely yield very effective results.

TABLE VIII  
(Pattern I)

APPROXIMATE NUMBER OF MEETINGS INVOLVING  
COMMUNITY ACTIVITIES ATTENDED  
BY STUDENT TEACHERS

Number of Institutions	Approximate Number of Meetings
9	1 - 5
6	5 - 10
2	10 - 15
1	15 - 20
1	20 - 25
N=19	

The keeping of adequate written reports during the student teaching experience is considered an important phase of the professional education of teachers. Although time consuming, record keeping is an on-going task of a teacher.

All but three of the institutions using the off-campus plan for student teaching require some written reports. The three institutions having no requirements indicate that the decision as to the type and number of written reports kept by the student teacher was left to the discretion of the cooperating teacher.

The written reports most often required are the diary, or log, and observation reports. Table IX shows the distribution of the types of written reports which are required by institutions.

In as much as school administrators have long expressed the desire to have beginning teachers more thoroughly familiar with report and record keeping, it seems in order to suggest that the student teacher be required to keep or become familiar with all the records and reports kept by the cooperating teacher.

In order to extend the specialized experience of the secondary student teacher, many institutions are making provisions for direct experience to take place at

TABLE IX  
(Pattern I)  
WRITTEN RECORDS AND REPORTS REQUIRED  
OF STUDENT TEACHERS

Number of Institutions	Types of Written Reports
21	Diary or log
7	Special study of one pupil
12	Anecdotal records
17	State register
21	Observation re- ports
3	No requirements

both the senior and the junior high school level. It is indicated by the respondents in this study that the dual assignment not only aids the prospective teacher in understanding the total school program and the behavior of students at different maturity levels, but that the experience also enhances the possibility of employment for the student.

Of the institutions participating in this study, 34.8 per cent report that the practice of assigning student teachers to a continued experience at both the senior and junior high school levels is followed. All but one of the institutions included in the 65.2 per cent not following this practice, indicate the desirability of such an experience and would make it a part of the program if local conditions were more adaptable.

The value placed on full-time responsible teaching as a climax to the student teaching experience cannot be questioned. Of the institutions preparing elementary teachers, 100 per cent report that the student teacher takes the full responsibility of the cooperating teacher for at least one full day before the completion of the student teaching experience. Many express a desire for more time, at least a minimum of one week, to be devoted to the full responsibility.

Of the institutions preparing secondary teachers, 92.2 per cent follow the practice of giving the student teacher the full responsibility of the cooperating teacher for at least one entire day. Although the participators heartily endorse the practice, some difficulty is encountered at the secondary level because of the variation in the student teacher assignment. For instance, a student teacher in the field of mathematics might be working with a cooperating teacher who teaches both mathematics and Latin. Although the student teacher could manage the mathematics classes successfully, he would be at a total loss in the Latin classes.

## Pattern II

Twenty-seven institutions participating in this study operate by this pattern. All the institutions have a campus laboratory school. In addition to the campus school, twenty-four institutions report the use of off-campus cooperating schools with students commuting from the campus, and thirteen institutions use off-campus facilities with students living in the communities where student teaching is done.

In this arrangement, 44.4 per cent of the institutions are operated on a quarter basis and 55.6 per cent

on a semester plan of organization. A survey of the practices reported does not reveal any significant differences in the schools organized on the semester plan as against those organized on the quarter basis.

Great difference, however, is indicated in the time allotment for the student teaching experience in these institutions. The time variation ranges from full-time for eighteen weeks in one institution to a daily two-hour block for eighteen weeks in one institution. The most common practice reported is a full-time experience for nine weeks. Table X points out the time variations for the student teaching experience.

Satisfaction with these arrangements is not as evident as the satisfaction indicated by the institutions following Pattern I. The response to the request for recommended changes in the student teaching programs organized under Pattern II, elicited the following comments from the respondents:

I would like to see all student teachers living off-campus while teaching.

Possibly require all or some students to live in the communities where student teaching is done.

Off-campus centers with adequate college supervision.

Would hope to do more full-time student teaching.

TABLE X  
(Pattern II)

DAILY TIME ALLOTMENT FOR STUDENT TEACHING

Number of Institutions	Daily Time Allotment	Number of Weeks
2	Full Time	8
8	Full Time	9
3	Full Time	10
1	Full Time	11
5	Full Time	12
1	Full Time	18
5	Four Hour Block	12
1	Three Hour Block	16
1	Two Hour Block	18
N=27		



Entire group in an off-campus cooperating school with the students living in the center.

We would like to establish some centers.

I like for student teachers to live in the community where they teach.

Remove all student teaching from the campus laboratory school with the exception of hardship cases that had been carefully screened.

That student teachers be concentrated in fewer schools.

Designated resident centers with college representatives doing most of the supervising.

I would move to a full-time, off-campus secondary student teaching program.

Off-campus centers.

In addition to the off-campus centers, we need more adequate campus facilities, especially for elementary student teaching.

Eighteen weeks student teaching period -- full time.

The problem of determining the work load of the student teaching staff involves many variables that rarely are common in two or more institutions. The number of students to be supervised, the distance of the cooperating schools from the campus, the responsibility for classes, advisees, and committee assignments on campus, the effectiveness of the cooperating or supervising teacher, and the extent to which certain aspects of the supervision is shared with other college personnel, such as the subject-area specialist, are all factors to be taken into account

in determining the work load of faculty members engaged in the supervision of student teachers.

Realizing that quality supervision can result only when these factors are controlled, some of the institutions following this pattern have devised a formula, to serve as a controlling agent, for computing the work load of college personnel involved in the supervision of student teachers.

In response to the question, "Does your institution have a formula for computing the work load of the student teaching staff?", 29.6 per cent reported that they do have while 70.4 have no such plan.

Much variation is noted in the following descriptions of formulas which the participants gave:

Roughly the supervision of five student teachers equals one hour in a sixteen-hour teaching load.

Supervisors generally work twelve quarter hours and supervise four student teachers.

Five student teachers constitute a three-hour teaching assignment. Approximately twenty-five student teachers constitute a load.

Three student teachers per on-campus supervising teacher, and one student teacher per off-campus cooperating teacher.

One three semester hour class is equivalent to six off-campus student teachers.

College supervisor - twelve student teachers to a full teaching load.

Most supervisors are released from teaching responsibility while supervising student teachers. However, if a supervisor has only five or six student teachers, he is given a practical teaching load.

In response to the request to make a recommendation concerning the work assignment of college personnel engaged in the supervision of student teachers, only one quantitative statement was given:

Reduce the number to twenty student teachers per supervisory load, or four student teachers for a three-hour teaching assignment.

Interesting comments on the subject, however, were made by two other respondents. These were:

I would prefer a definite plan for computing work load. We recognize that a teacher teaches fifteen hours -- about 150 students. A student teaching supervisor can supervise any number of students.

More exact implementation of the formula.

The latter statement implies that in theory a formula does exist, but in practice, it is forgotten.

The considerable lack of uniformity concerning the number of student teachers a college supervisor is responsible for during a term of student teaching, points to a definite need for a more adequate measure for evaluating this phase of the college supervisor's work. The data are so disparate that a doubt was raised as to whether all of the participants had the same understanding of the meaning

of the question. However, a further analysis of the data indicated that the respondents involved in the supervision of more than twenty-five student teachers, recommend a maximum load of from fifteen to twenty. The respondent who reported the supervisory responsibility for from one to five student teachers, recommended a maximum assignment of from ten to fifteen. Therefore, the recommendations tend to rule out any allusion of doubt on the writer's part.

The approximate number of student teachers assigned to a college supervisor by institutions included in this study is shown in Table XI.

For a college supervisor to effectively perform his duties, 18.2 per cent of the respondents recommend ten to fifteen student teachers as an adequate number; 45.4 per cent recommend fifteen to twenty; 27.3 per cent suggest twenty to twenty-five as a sufficient number of student teachers to supervise; and 9.1 per cent recommend a student teacher load of from twenty-five to thirty. A suggested student teacher - college supervisor ratio was not made by five institutions.

The comments made by the respondents indicated that the number of students a college supervisor is responsible for during a student teaching term does not appear to limit the quality of his effectiveness as much as other college-assigned duties, such as teaching classes on campus,

TABLE XI  
(Pattern II)

NUMBER OF STUDENT TEACHERS SUPERVISED  
BY COLLEGE SUPERVISORS

Number of Institutions	Students Assigned
1	1 - 5
0	5 - 10
2	10 - 15
8	15 - 20
7	20 - 25
4	25 - 30
1	25 - 50
1	30 - 50
1	50 plus
1	55
1	75
N=27	

advisees, and college committee work.

Table XII indicates the per cent of college supervisors having duties on campus in addition to his supervisory duties. The extent to which these duties comprise a part of the total work load of the college supervisor is not determined in this study. It is noted that 74.1 per cent of the college supervisors teach college classes. The range in the number of hours taught is three to six in five institutions to twelve to fifteen credit hours in one institution. It is observed, however, that the respondent teaching from twelve to fifteen credit hours is responsible for only one to five student teachers.

The table also focuses attention on the fact that 79.2 per cent of the college supervisors perform advisory responsibilities on campus. The number of advisees vary considerably from institution. The range is from ten to twenty advisees in two institutions to more than one hundred seventy-five in two institutions. As stated earlier, the advising done is the important factor in determining the number of advisees a college supervisor could properly direct.

Of the college supervisors in the institutions taking part in this study, 88.5 per cent reported committee assignments on campus; however, the nature of the

TABLE XII  
(Pattern II)

RESPONSIBILITIES, OTHER THAN SUPERVISORY,  
OF THE COLLEGE SUPERVISOR

Type of Assignment	Per Cent	Number of Institutions	Number of Hours Teaching
Teaching on Campus	74.1	5 11 3 1 N=20	3 - 6 6 - 9 9 - 12 12 - 15
Advisees on Campus	79.2	2 6 4 2 2 0 1 2 N=19	Number of Advisees
			10 - 20 20 - 30 30 - 40 40 - 50 50 - 60 60 - 70 70 - 80 175 up
Committee Assignments on Campus	88.5	23	

committees and the time involved in each was not described. If these are standing committees which meet infrequently, it is possible that the college supervisor could make a worthwhile contribution without neglecting his supervisory duties. If, however, these are special committees, meeting frequently and for long periods of time, and which involve a great deal of research, such as a curriculum revision, the same may not be true.

Several suggested changes were made by the participants in this study which indicated a need to restrict the number of added responsibilities of the college supervisor during the student teaching term. These suggestions were:

Work out a formula for computing the work load of the supervisor which includes supervisory load, teaching responsibilities, and other responsibilities.

That college supervisors be assigned the same geographic territory rather than shift them to new. Teaching of classes should be avoided when student teachers are assigned to an individual.

More equitable loads.

I would like to reduce the number of advisees.

College supervisor should spend full time in off-campus centers.

The Director of Student Teaching should be relieved of the responsibilities of Laboratory School Director.

Advisee load needs to be equalized.



Release Director of Student Teaching from all or most of his classes.

Teacher educators agree that a student teacher must observe good teaching and that he must have an opportunity to put into use the theories he has learned about teaching. To provide this experience, colleges preparing teachers endeavor to identify and press into service the best cooperating or supervising teachers available. According to Schorling, the supervising teacher is the crux of a program in directed teaching.<sup>4</sup>

The identification and selection of qualified cooperating and supervising teachers is a great concern to many college supervisors. In this pattern of organization, using both campus laboratory schools and off-campus cooperating schools concurrently, 52 per cent of the institutions reported that no difficulty is experienced in securing the services of supervising and cooperating teachers with the required training. However, 48 per cent of the institutions reported this difficulty.

Professional preparation and experience appears to be the basis for selecting the cooperating or supervising

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<sup>4</sup>Raleigh Schorling "Directed Teaching," The Education of Teachers, (Chicago: University of Chicago Press, National Society of College Teachers of Education, Twenty-Third Yearbook, 1935), p. 171.

teacher. In 26.1 per cent of the institutions, the minimum requirement for the cooperating or supervising teacher was a bachelor's degree, one to three years of teaching experience and the endorsement of the school principal. In 73.4 per cent of the institutions, the minimum requirement was a master's degree with three to five years of teaching experience and college courses in supervision.

Many institutions are apparently aware that the number of student teachers assigned to a cooperating or supervising teacher at the same time can be a determining factor in the degree of success the teachers have in guiding the professional growth of the student teacher. This awareness was indicated by the fact that, at the secondary school level, 46.2 per cent of the institutions reported that only one student teacher was assigned to a cooperating or supervising teacher during a student teaching term. Two student teachers were assigned to a cooperating or a supervising teacher at the same time in 34.6 per cent of the schools. A ratio of three student teachers to a cooperating or supervising teacher was reported by five, or 19.2 per cent of the institutions.

At the elementary school level, 48 per cent of the institutions reported one student teacher to a cooperating

or supervising teacher; 36 per cent reported two student teachers as being assigned to a teacher; and 20 per cent reported a maximum of three.

In interpreting the data, it is important to keep in mind that this pattern of student teaching involves a campus laboratory school as well as off-campus cooperating schools. Also, it is not determined if the student teaching experience is on the full-time basis or a two to four-hour block.

It was noted that some of the respondents indicated that the ratio of student teachers to cooperating or supervising teachers was higher than desired. Of the twenty-four institutions making a recommendation as to the number of student teachers to be assigned to a cooperating or supervising teacher at the same time, 75 per cent indicated one and 25 per cent suggested two student teachers as a sufficient number.

The supervision of student teachers, if done properly, makes great demands on the cooperating or supervising teacher's total work load. Realizing this raises the question of how many times during a school year should the supervisory services of a cooperating or supervising teacher be requested.

In this pattern of student teaching, the investigation revealed that, in practice, at the secondary school level, 30.4 per cent of the institutions assigned a student teacher to a cooperating or supervising teacher only one quarter or semester during the year; 39.2 per cent, twice; and 30.4 per cent of the institutions assigned a student teacher to a cooperating or supervising teacher three times during the year.

At the elementary school level, 39.1 per cent of the institutions reported that only one student teacher was assigned to a cooperating or supervising teacher during the year; 39.1 per cent reported that a student teacher is assigned to a cooperating or supervising teacher twice during the year; 17.4 per cent, three times; and 4.4 per cent indicated that assignments were made to the cooperating or supervising teacher four times during the year.

A popular and effective method for guiding the teaching experiences of the student teacher is the individual conference. In many instances, particularly at the elementary school level, the heavy teaching schedule of the cooperating or supervising teacher prevents the scheduling of the necessary time for conferences with student teachers. Therefore, conferences are held after

school in the afternoon, before school in the morning, or not at all.

The investigation as to the per cent of cooperating or supervising teachers who had at least one period a day available for conferences with student teachers, revealed great diversity. The range was from no time available in one institution's report up to all teachers having a period a day for this purpose in eight of the schools. Table XIII indicates this variation in arrangements for conferences from institution to institution.

Assisting the cooperating or supervising teacher in understanding his role and responsibilities in the teacher education program is the responsibility of the college. Better relationships can be established between cooperating schools and the college, especially in this pattern of student teaching, when the cooperating or supervising teacher is helped to understand the important part he has in the total teacher education program.

In order to establish this understanding, many colleges invite the cooperating school teachers to the campus for joint meetings with the laboratory school supervising teachers to discuss the problems and practices involved in student teaching. This is an opportunity for the supervising teacher to share ideas and techniques with

TABLE XIII

(Pattern II)

PER CENT OF COOPERATING OR SUPERVISING TEACHERS  
HAVING SCHEDULED CONFERENCE TIME  
FOR STUDENT TEACHERS

Number of Institutions Reporting	Per Cent of Teachers
1	None
2	20
5	25
2	45
3	50
1	60
1	75
1	80
8	100
N=24	

the cooperating teacher, and also an opportunity for teachers and administrators to seek solutions to problems confronting them. It is by far the best method the college has of assuring the cooperating school personnel that they are rendering a valuable service to the teacher education program and that this service is appreciated.

Many of the institutions using both the campus laboratory school and the off-campus cooperating school plan in-service meetings on campus. In practice, the meetings ranged from one to four during the year, but the majority of the institutions recommended at least three or four such meetings a year. Table XIV reveals the practices and the recommendations of the various institutions concerning such meetings.

Of the institutions included in this pattern, 74.1 per cent compensate the cooperating or supervising teachers for the supervisory services they render, while 25.9 per cent reported no such plan. The degree of compensation varied greatly. No type of award, other than monetary, was listed as a part of the compensation by any institution using both campus laboratory schools and off-campus cooperating schools.

Table XV indicates the cash payments to the cooperating or supervising teachers in these institutions. The

TABLE XIV  
(Pattern II)

NUMBER OF MEETINGS FOR COOPERATING AND SUPERVISORY  
SCHOOL PERSONNEL AND NUMBER RECOMMENDED  
BY PARTICIPANTS

CURRENT PRACTICE		RECOMMENDATIONS	
Number of Institutions	Number of Meetings	Number of Institutions	Number of Meetings
9	0	1	1
9	1	7	2
4	2	9	3
2	3	3	4
1	4	1	5
		2	5 *
N=25		N=23	Weekly

\*  
Campus Laboratory Schools



TABLE XV  
(Pattern II)

COMPENSATION PAID TO COOPERATING OR  
SUPERVISING SCHOOL TEACHERS\*

Number of Institutions	Amount of Compensation
1	\$ 15.00 per month
1	5.00 per semester hour per student
2	25.00 per student teacher
4	30.00 per student teacher
1	30.00 if member of AST, \$25.00 if not a member
1	32.00 per student teacher
1	35.00 for one student teacher; \$50.00 for two
2	50.00 per semester
1	50.00 for one student teacher; \$75.00 for two
1	50.00 per student teacher on campus; \$36.00 per student teacher off- campus
1	Demonstration school, \$50.00 to \$65.00; off-campus cooperating teacher, \$5.00 per quarter hour credit
1	75.00 paid to supervising teacher
1	(Bachelor's degree: \$90.00 per nine weeks (Master's degree: \$112.50 per nine weeks
2	(State Honorarium: ( Permit status, \$20.00 ( Provisional status, \$30.00 ( Professional status, \$50.00
N=20	

\*No attempt was made to categorize the above amounts in terms of quarter or semester basis. The purpose of this Table was to show the varying degrees of compensation paid by the institutions.

range in the amounts paid was from \$15.00 per month to \$112.50 for a term of nine weeks of supervision.

It is interesting to note that one institution includes the membership fee to the Association for Student Teaching if the cooperating or supervising teacher belongs to that organization.

A state honorarium with three degrees of payment in accordance with the special preparation for the supervision of student teachers is reported by two institutions. To the writer's knowledge, only one State Department of Education (Georgia) takes this type of leadership in the teacher education program. Some states, however, do issue special certificates for supervisors of student teachers, but no recognition for this service is given in the state pay scale.

### Student Teaching

#### Pattern II

Student teaching is traditionally the most important step in the preparation of a teacher. It is the experience which probably helps the student most in understanding and evaluating his reasons for wanting to teach. Success in this venture is made possible, but not guaranteed,

by careful investigation and planning on the part of the college personnel involved in the student teaching program. If the student teacher is to receive maximum growth, he must work under favorable conditions where opportunities for maximum growth are provided.

This section of the study deals with the types of school and community activities in which student teachers are involved during the direct experience.

Of the institutions included in this study, 74.7 per cent of the respondents were of the opinion that teaching is a full-time job and that the student teacher should devote his undivided attention to it. However, local situations and arrangements for the student teaching experience have presented some difficulty in fulfilling this belief.

Although 70.8 per cent of the institutions in this pattern permit students to take classes on campus during student teaching, it is interesting to note the respondents' comments concerning the practice. These were:

No classes on campus during student teaching; preferably no campus activities of an extra-curricular nature.

That student teaching be considered a full-time responsibility for all interns.

Student teachers should be able to devote full time to teaching.

That students never have classes during student teaching.

No other classes at the same time -- except concurrent weekly conferences or seminars on campus.

I believe the entire term should be devoted to student teaching.

No college responsibilities on campus.

Under the quarter system it seems to be necessary to offer classes.

In response to a question of policy as to whether the student teacher was required to live in the community in which student teaching was done, 18.5 per cent of the institutions did have such a requirement while 81.5 per cent did not follow such a policy. Although there is no requirement in the majority of the institutions in this pattern, it is highly recommended by 65 per cent of the respondents that the students live in the communities where the student teaching is performed.

Of particular interest is the extent to which the student teachers in these institutions participate in school and community activities. The approximate number of meetings involving community activities attended by student teachers included in this study was from one to five in nine institutions and twenty to twenty-five in two. Table XVI illustrates the approximate number of meetings such as church, P. T. A., scouts, and civic clubs attended by student teachers in the various institutions.

TABLE XVI  
(Pattern II)

APPROXIMATE NUMBER OF MEETINGS INVOLVING  
COMMUNITY ACTIVITIES ATTENDED  
BY STUDENT TEACHERS

Number of Institutions	Approximate Number of Meetings
9	1 - 5
1	5 - 10
1	10 - 15
1	15 - 20
2	20 - 25
N=14	

Many of the institutions not indicating a quantitative reply did state that the student teachers were expected to attend all the meetings the cooperating or supervising teachers attend. Other institutions reported that they have no way of estimating the number accurately, while one institution required a written report by the student teacher concerning the type and number of activities participated in during the student teaching term. These responses tend to indicate that a philosophy and a plan for evaluating such a requirement is needed in programs for the professional education of teacher.

Keeping and using adequate written records during the student teaching experience is considered an important phase of the student's work. This is emphasized by the fact that 100 per cent of the institutions in this pattern of organization require some type of written records.

The most frequently required records and reports in these institutions are the diary, or log, the state register, and observation reports. Table XVII shows the distribution of the types of written records and reports which are required by these institutions.

While it is quite easy to overburden student teachers with written work of the above type, it is important that student teaching personnel spend sufficient

TABLE XVII  
(Pattern II)

WRITTEN RECORDS AND REPORTS REQUIRED  
OF STUDENT TEACHERS

Number of Institutions	Types of Written Records
24	Diary or log
13	Special study of one pupil
14	Anecdotal records
20	State register
19	Observation reports

time with the student teacher in helping him to interpret these records and reports. The student teacher needs to understand how these records are a part of the professional preparation of the student as well as a part of the on-going function of the school system.

The policy of extending the specialized experience of secondary student teachers to both the junior and senior high school level is not emphasized in this pattern of organization. This was evidenced by the fact that 76.9 per cent of the institutions do not make teaching assignments on both instructional levels and only 23.1 per cent of the institutions provided this experience. Some of the respondents expressed the potential value of the dual assignment but due to local situations could not follow such a plan. Other respondents, however, indicated that the dual assignment would destroy the continued contract with one group of learners; therefore, they do not recommend the practice.

The culmination of the student teaching experience in most schools is the period of full-time responsible teaching afforded the student. Realizing the value of this experience, many institutions plan for the student teacher to take full responsibility for the work of the cooperating or supervising teacher before the end of the experience.



The worth of this type of experience was emphasized in the responses of the institutions participating in this study. In 95.8 per cent of the institutions preparing elementary teachers, it was indicated that at least one full day of responsible teaching was required of the student prior to the completion of the experience. The value of such an experience was further emphasized by the unanimous recommendation of the respondents that the length of time for responsible teaching be extended to a minimum of one week.

Of the institutions preparing secondary teachers, 78.2 per cent of the students take the full responsibility of the cooperating or supervising teachers toward the end of the student teaching term. The respondents indicated a desire to extend the full-time responsible teaching period for secondary teachers to a minimum of from one to three weeks.

The evidence presented in support of the time devoted to full-time responsible teaching, leads the writer to believe that teacher educators realize that the student teacher needs to understand and to test his ability to carry out the various responsibilities of the art of teaching concurrently.

### Conclusion

In reviewing the data presented for Patterns I and II, the writer is of the opinion that there is ample evidence that teacher education programs can be organized and administered so as to set up and carry through varied experiences which bring prospective teachers to participate, to make most things in the experience pertinent, to develop a sense of responsibility, and to help each student teacher to organize his experiences and knowledges in a manner that make them functional in his teaching.

## CHAPTER V

### VALUE JUDGMENTS CONCERNING PRACTICES IN STUDENT TEACHING PROGRAMS

#### Introduction

In the preceding chapter, the data were presented reflecting organization and current practice in student teaching programs in teacher preparing institutions in the Southeastern Region of the United States. From the data, two distinct<sup>t</sup> patterns of student teaching were identified, as follows:

Pattern I: The student teaching experiences take place in off-campus cooperating schools. The students either commute from the campus or live in off-campus centers.

Pattern II: The student teaching is performed in a combination of campus laboratory schools and off-campus cooperating schools. The students either commute from the campus or live in the off-campus center.

The purpose of this chapter is to present some value judgments based upon data concerning current practice, the

recommendations from the respondents of the institutions participating in this study, and the current literature, including the qualitative standards of the American Association of Colleges for Teacher Education. These value judgments are to be presented to a jury of competent teacher educators for evaluation and endorsement.

It is the opinion of the writer that the value judgments developed and discussed in this chapter can be applied to both patterns of student teaching described earlier.

Each value judgment is prefaced by the statement of a question in order to give clarity to the exact meaning and application of the value judgment.

### Value Judgments

1. What should be the length of the student teaching experience?

In order that the student teacher might attain his maximum growth by having ample time and opportunity to participate in many phases of the total school program, the student teaching experience should extend over a period of at least nine weeks, if done full time, or a minimum of eighteen weeks if planned on a half-day basis.

The time variation for the student teaching experience in the institutions included in this study, ranged from full time for eighteen weeks in one institution to a daily two-hour block in two institutions. Of these institutions, 83.6 per cent reported having full-time student teaching for periods of time ranging from eight to twelve weeks.

The value judgment is based upon the experience in the institutions participating in this study and also the qualitative statement of the American Association of Colleges for Teacher Education, which stresses that "each experience should be long enough to help the student achieve the purposes for which he entered upon it."<sup>1</sup> If the student's purpose is to perceive the major aspects of the teacher's work as a whole and to gain a functional understanding of the interrelationships among the various aspects through being an active participant in the teaching process, it seems reasonable that the value judgment can be justified.

2. What should be the student load of the college supervisor of student teaching?

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<sup>1</sup>American Association of Colleges for Teacher Education, Revised Standards and Policies for Accrediting Colleges for Teacher Education of the American Association of Colleges for Teacher Education (Oneonta: American Association of Colleges for Teacher Education, 1952), p. 19.

The college supervisor's load should be adjusted so that he can devote a minimum of two hours each week to the supervision of each full-time student teacher.

This is not to be interpreted to imply two hours of classroom observation of each student teacher during the week, but is to include seminar, individual conferences, and other duties involved in the supervisory function.

Assuming that the college assignment of the supervisor is based on forty clock hours per week, a student assignment of sixteen student teachers would allow him eight hours each week to be devoted to the continuous college non-teaching responsibilities, such as travel, committee work, advisees, and staff meetings.

Standard IV of the American Association of Colleges for Teacher Education states that the "total 'service load' of teachers supervising laboratory experiences including teaching, supervision, conferences and other institutional responsibilities should be comparable to the load of other members of the faculty."<sup>2</sup> The value judgment is based upon a liberal interpretation of this statement.

3. What should be the minimum professional preparation and experience for a cooperating teacher?

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<sup>2</sup>Ibid., p. 18.

The professional preparation and experience for a cooperating teacher should be the minimum of a bachelor's degree, at least one preparatory course in the area of supervision of student teachers, and two to five years of successful teaching experience. The bachelor's degree and the limited academic preparation is the accepted minimum; however, the desired minimum is a master's degree, several workshops and/or college courses in the area of supervision of student teachers, and three to five years of quality teaching experience.

In addition to the professional preparation and experience, this person should possess personal qualities which would enable him to guide successfully the learning of a group of boys and girls in a classroom, and at the same time promote and direct the professional growth of a student teacher.

4. What should be the minimum professional preparation and experience for a campus laboratory school supervising teacher?

The minimum professional preparation and experience for a campus laboratory school supervising teacher should be a master's degree, several workshops and/or college courses in supervision, and three to five years of successful teaching experience.



A campus laboratory school supervising teacher generally spends a considerable part of his time working with all college students in teacher education -- freshmen, sophomores, juniors, and seniors -- in the total program of professional laboratory experiences. Therefore, a distinction is made in the requirements since the nature of this work requires specialized preparation. The cooperating teacher ordinarily does not have this responsibility.

5. How many student teachers should be assigned to a cooperating teacher during a quarter or semester?

In order to acquire and maintain quality supervision of student teachers, not more than one student teacher should be assigned to a cooperating teacher at the elementary school level, and not more than two student teachers to a cooperating teacher at the secondary school level during a quarter or semester.

If student teaching is performed on a half-day basis, exceptions may be made at the elementary school level to permit two student teachers during a day, but never more than one student teacher working in the classroom under the direction of a cooperating teacher at one time.

The data indicated that 78.9 per cent of the participants representing institutions included in this study recommended that only one student teacher be assigned



to a cooperating teacher during a quarter or semester. The value judgment is based upon this recommendation.

6. How many quarters or semesters should a cooperating teacher supervise a student teacher during an academic year?

In as much as the supervision of student teachers is part of the professional load of the cooperating teacher, not more than one student teacher at the elementary school level should be assigned to a cooperating teacher for more than one quarter or semester during the academic year. Not more than two student teachers at the secondary school level should be assigned to a cooperating teacher for more than one quarter or semester during an academic year.

Slightly less than one-half (49 per cent) of the participants included in this study reported that they follow the policy of not assigning more than one student teacher to a cooperating teacher in the elementary school and not more than two at the secondary school level. Recent literature indicates that this seems to be the prevailing practice.<sup>3</sup> Therefore, the value judgment is based upon the policy followed in the institutions participating in this study and also the current literature.

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<sup>3</sup>Howard T. Batchelder, Richard E. Lawrence, and George R. Myers, A Guide to Planning for Off-Campus Student Teaching (Cedar Falls, Iowa: The Association for Student Teaching, 1959), pp. 16-17.

The identification, selection, and preparation of cooperating teachers should be an on-going function of the institutions using off-campus cooperating schools. Therefore, efforts should be strengthened to have available a sufficient number of qualified cooperating teachers, in all grade levels and subject areas, so as not to place an unreasonable load on a few.

7. Should time for conferences with student teachers and college supervisory personnel be arranged, during the scheduled school day, for the cooperating teacher?

It is recognized that the most popular and most effective device for guiding the teaching experience of a student teacher is the conference.<sup>4</sup> Therefore, the teaching schedule for all cooperating teachers should be adjusted so as to permit at least three hours each week, during the scheduled school day, for group and individual conferences with student teachers and with college supervisory personnel.

In as much as 67.2 per cent of the participating institutions reported that the cooperating teachers have

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<sup>4</sup>Florence B. Stratemeyer and Margaret Lindsey, Working With Student Teachers (New York: Bureau of Publications, Teachers College, Columbia University, 1958), p. 396.

at least one period each day for conferences with student teachers and college supervisory personnel, the value judgment seems reasonable.

8. How many times each year should cooperating school personnel be invited, by the teacher education institution, to participate in general meetings concerning the student teaching program?

Cooperating school personnel place high value upon the opportunity to meet with other cooperating teachers and college personnel to discuss matters concerning the student teaching program. In order to improve the quality of the supervision and to bring about a better understanding between the college and cooperating schools, all cooperating school personnel should be invited to participate in such meetings at least one time each quarter or two times each semester. These meetings should be carefully planned to involve college personnel, cooperating teachers, supervisors, and administrators in the continuous evaluation and improvement of the student teaching program.

Current literature stresses the value of teacher education institutions and cooperating schools working closely together in determining the scope and objectives of the student teaching program. Also, the majority of the institutions represented in this study recommended two to four such meetings during the academic year. The value

judgment is based upon current literature and the recommendations of the institutions.

9. Should cooperating teachers receive compensation for the supervisory service they render?

Since cooperating teachers provide a valuable service to teacher education institutions, it seems reasonable and defensible that compensation or recognition of some type should be given. To encourage professional growth and at the same time give monetary assistance to the cooperating teacher, the following schedule is suggested:

<u>Per Student Teacher</u>	<u>Teacher Status</u>
\$20.00	<u>Temporary status.</u> Bachelor's degree, no special preparation for supervision.
\$30.00	<u>Provisional status.</u> Bachelor's degree. At least one workshop or college course in supervision of student teachers.
\$50.00	<u>Professional status.</u> Master's degree. At least three preparatory courses in the area of supervision of student teachers.

When a financial burden would be placed upon an institution following the above schedule, tuition-free courses in the area of the supervision of student teachers, or courses for graduate credit, should be awarded.

Of the institutions participating in this study, 85.7 per cent reported that monetary awards are given. Others reported tuition-free courses. Only four institutions reported that no type of recognition was given to the cooperating teacher for the services rendered. The value judgment is based upon current practice.

The following value judgments pertain to the activities of the student teacher during the student teaching experience.

10. Should student teachers be permitted to take classes on campus during the student teaching experience?

A survey of the recommendations of the participants in this study revealed that student teachers doing full-time student teaching should not take classes on campus. If, however, student teaching is performed on a half-day basis, the student teacher should be permitted to register for six quarter hours of academic credit or four semester hours. It is highly recommended by the writer that these courses be closely related to the student teaching experience. All academic work permitted should be scheduled at a time of day most likely not to interfere with the school-community related activities of the student teaching program, preferably late afternoon.

The value judgment is based upon the recommendations of the participating institutions.

11. Should student teachers live in the community where the cooperating school is located?

The student teaching experience should afford the student an opportunity for responsible participation in all the important phases of a teacher's activity, both in and out of school. In order to capitalize upon this opportunity, student teachers should reside in the community where student teaching is done.

Of the institutions participating in this study, 56.2 per cent either recommended or required that students live in the community where student teaching is performed. The value judgment is based upon the recommendations of the participating institutions.

12. To what extent should student teachers participate in community activities during the student teaching experience?

In order to get a complete understanding of the nature and mores of the community in which student teaching is done, students should avail themselves of the opportunity to attend and participate in school-community activities. However, these activities should be carefully selected in terms of the contribution they make to the realization of the objectives of the total student teaching experience.

The value of active school and community participation during the student teaching experience is stressed in current literature. The "Flowers Report"<sup>5</sup> and also the qualitative standards of the American Association of Colleges for Teacher Education<sup>6</sup> emphasizes the worth of such experiences. The value judgment is based upon current literature.

13. What written records and reports should student teachers be required to keep or be familiar with during the student teaching experience?

In as much as school administrators have long expressed the desire to have beginning teachers more thoroughly familiar with report and record keeping, student teachers should be required to prepare and become familiar with all the records and reports required of the cooperating teacher.

For the student's own self-evaluation and growth, an up-to-date record, such as a diary or log, should be kept.

Some observation reports should be made, particularly in the beginning stages of the student teaching experience.

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<sup>5</sup>John G. Flowers, et al, School and Community Laboratory Experiences in Teacher Education (Oneonta: American Association of Teachers Colleges, 1948)

<sup>6</sup>American Association of Colleges for Teacher Education, op. cit., p. 21.



It is through the observation report that the novice learns to see first hand how experienced teachers meet the needs of the educative process in the classroom and in other pupil-teacher activities and experiences.

It is important that sufficient time be devoted, by supervisory personnel, in helping the student teacher understand the importance of these records and reports in terms of his own professional growth and, also, the important role these records and reports play in the on-going function of the school system.

Of the institutions participating in this study, 95.6 per cent required written reports of some kind from student teachers. The most popular records mentioned were the diary, or log, and the observation reports.

Current professional literature in the field of student teaching also stresses the importance of record and report making, and in most instances gives examples of how these reports are used.

Therefore, the value judgment is based upon current practice and the professional literature in student teaching.

14. Should secondary school student teachers also be provided with instructional experience on the junior high school level?

Where the junior high school is located in close proximity to the senior high school, this experience should be provided.



In order to extend the specialized experience of the secondary school student teacher, he should be afforded the opportunity of having a continuing assignment, where local conditions permit, with a group of learners at both instructional levels. In a full-time student teaching program, this could be an assignment at the senior high school level in the morning and an additional assignment at the junior high school level in the afternoon. This dual assignment would aid the student in understanding the total school program, the behavior and needs of adolescents, and would increase his versatility as a teacher.

The recommendations of the majority of the participants included in this study indicate the desirability of such an assignment.

It appears to the writer that such an assignment would serve to implement the phase of the standard of the American Association of Colleges for Teacher Education which reminds teacher educators "to provide for each student contact with 'normal' situations, varied enough to provide contacts with different pupil groups and different curriculum and administrative organizations, and located for student convenience and staff accessibility."<sup>7</sup>

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<sup>7</sup>Ibid., pp. 28-29.

The value judgment is based upon the recommendations of the institutions participating in this study and the interpretation of the standard.

15. For how long a period should the student teacher be expected to assume the full responsibility of the cooperating teacher in the school before the completion of the student teaching experience?

In order that the student might understand and test his ability to carry out the various responsibilities of the art of teaching, he should have the opportunity, under guidance, to assume the full load of the cooperating teacher for a minimum of at least five days.

More than 90 per cent of the institutions participating in this study, follow the policy of arranging at least one day of complete responsibility for the student teacher. The recommendations of these institutions indicated that this experience should be extended to a minimum period of at least one week.

Current professional literature indicates the importance of prospective teachers perceiving clearly the relationship between the manifold nature of the job of teaching and the central purposes of guiding learning activities in the classroom.<sup>8</sup> This perception results only as student teachers are provided opportunity for full-time responsibility.

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<sup>8</sup>Stratemeyer and Lindsey, op. cit., p. 320.

## CHAPTER VI

### JURY RESPONSE TO VALUE JUDGMENTS

One of the purposes of this study was to evolve statements of quantitative criteria for student teaching programs which would satisfy a jury of competent teacher educators and which would serve to elicit high quality student teaching practices in teacher preparing institutions.

In Chapter V the writer stated value judgments based upon current practice, recommendations from the participants in this study, and current professional literature in student teaching, including the qualitative standards of the American Association of Colleges for Teacher Education.

The value judgments were presented to a jury of competent teacher educators for evaluation and endorsement. Eleven jurors were selected in terms of the following criteria:

1. Each juror is a representative of a teacher education institution holding membership in the American Association of Colleges for Teacher Education.
2. Each juror has distinguished himself or herself as a national or regional officer in the Association for Student Teaching, or they have been active participants in

the organization at the local, regional, or national level.

3. Each juror is, or has been within recent years, directly involved in the student teaching program in their institution.
4. Each juror is recognized and accepted by professional educators as a leader in the field of student teaching and as a competent teacher educator.

The purpose of this chapter is to present the jury's acceptance or rejection of each value judgment, and any qualifying statements made by them.

### I. Value Judgment

THE STUDENT TEACHING EXPERIENCE SHOULD EXTEND OVER A PERIOD OF AT LEAST NINE WEEKS, IF PERFORMED ON A FULL-TIME BASIS, AND A MINIMUM OF EIGHTEEN WEEKS IF PROVIDED ON A HALF-DAY BASIS.

This value judgment was endorsed by nine, or 81.8 per cent, of the jurors. Accompanying the endorsements were the following comments or qualifying statements:

I would prefer twelve or more weeks.

Eight or nine weeks or its equivalent seems to be the minimum.

For students in special curricula -- art, music, etc., -- two one-half semester experiences should be required.

This value judgment was not endorsed by two,

or 18.2 per cent, of the jurors. The following reasons were given:

I would endorse eighteen weeks, full-time.

I heartily endorse an extended period<sup>d</sup> of full-time student teaching. An arbitrary designation of number of weeks is difficult, however. Rather than the half-time program, I would suggest the block plan during a semester (eighteen weeks) when the student would intern for an uninterrupted period of approximately nine weeks. I do not think highly of the half-day arrangement.

## II. Value Judgment

THE COLLEGE SUPERVISOR'S LOAD SHOULD BE ADJUSTED SO THAT HE CAN DEVOTE A MINIMUM OF TWO HOURS EACH WEEK TO THE SUPERVISION OF EACH FULL-TIME STUDENT TEACHER.

ASSUMING THAT THE COLLEGE ASSIGNMENTS ARE BASED ON FORTY CLOCK HOURS PER WEEK, A STUDENT ASSIGNMENT OF SIXTEEN STUDENT TEACHERS TO A COLLEGE SUPERVISOR WOULD ALLOW HIM EIGHT HOURS PER WEEK TO BE DEVOTED TO THE CONTINUOUS COLLEGE NON-TEACHING RESPONSIBILITIES, SUCH AS TRAVEL, COMMITTEE WORK, ADVISEES, SEMINAR, ETC.

This value judgment was endorsed by nine, or 81.8 per cent, of the jurors. The two qualifying statements presented along with the endorsements were:

Since student teaching should be a carefully supervised learning and growing experience and not just practice teaching, I think that sixteen student teachers should be the maximum number assigned to a college supervisor.

If only the usual public schools are used, yes..

However, if we ever get to a program where we have professionally trained, professionally competent and experienced cooperating teachers, the number could be increased to twenty-five or thirty-five. We must bring down the cost of the program and having professionally prepared people seems to be the best way.

The two jurors, or 18.2 per cent, not endorsing this value judgment, made the following comments:

I agree that the quality of supervision should be improved, but through the supervisory services of off-campus personnel. Using this as an approach, I believe that the college supervisor can supervise (fairly adequately) eighteen to twenty full-time student teachers.

If there is some sort of group arrangement, one hour per week for each individual should be a sufficient amount, on the average.

### III. Value Judgment

THE PROFESSIONAL PREPARATION AND EXPERIENCE FOR A COOPERATING TEACHER SHOULD BE THE MINIMUM OF A BACHELOR'S DEGREE, AT LEAST ONE PREPARATORY COURSE IN THE AREA OF SUPERVISION OF STUDENT TEACHERS, AND TWO TO FIVE YEARS OF SUCCESSFUL TEACHING EXPERIENCE.

The replies from the jurors indicate that eight, or 72.7 per cent, endorse this value judgment as the minimum preparation and experience for a cooperating teacher. Qualifying statements from the jurors who endorsed this value judgment were:

The insistence of the M. A. degree often robs

us of a good supervisor, and further the younger teachers are more willing to share their classrooms and experiences.

The cooperating teachers should be carefully selected by the college and the cooperating school officials.

I endorse the statement, but I would change the amount of experience from two to five years to three to five.

There were three jurors, or 27.3 per cent, who did not endorse the value judgment and who gave the following reasons for not doing so:

I would endorse a minimum of a master's degree, at least one course in supervision of student teachers, and a minimum of three years of successful teaching experience, preferably, five.

Raise the lower limit of two years of experience to three, or whatever is recognized by the state to acquire a permanent or professional certificate. A cooperating teacher should have earned the master's degree.

Master's degree plus one preparatory course in supervision of student teachers and a minimum of three years of successful teaching experience.

#### IV. Value Judgment

THE MINIMUM PROFESSIONAL PREPARATION AND EXPERIENCE FOR A CAMPUS LABORATORY SCHOOL SUPERVISING TEACHER SHOULD BE A MASTER'S DEGREE, SEVERAL COLLEGE COURSES IN SUPERVISION, AND THREE TO FIVE YEARS OF SUCCESSFUL TEACHING EXPERIENCE.

The jury were in complete agreement that the



value judgment, as stated, should be the minimum preparation for a campus laboratory school supervising teacher. There were no qualifying statements concerning this value judgment.

### V. Value Judgment

NOT MORE THAN ONE STUDENT TEACHER SHOULD BE ASSIGNED TO A COOPERATING TEACHER AT THE ELEMENTARY SCHOOL LEVEL, AND NOT MORE THAN TWO STUDENT TEACHERS TO A COOPERATING TEACHER AT THE SECONDARY SCHOOL LEVEL DURING A QUARTER OR A SEMESTER.

IF STUDENT TEACHING IS PERFORMED ON A HALF-DAY BASIS, EXCEPTIONS MAY BE MADE AT THE SECONDARY SCHOOL LEVEL TO PERMIT TWO STUDENT TEACHERS DURING A DAY, BUT NEVER MORE THAN ONE STUDENT TEACHER TEACHING IN THE CLASSROOM UNDER THE DIRECTION OF A COOPERATING TEACHER AT THE SAME TIME.

The first section of this value judgment was endorsed by eight, or 72.7 per cent, of the jurors. One of the jurors who endorsed this value judgment qualified the endorsement by stating that he did not believe the cooperating teacher at the secondary school level should work with more than one student teacher during a quarter or semester except in a very unusual case. The "unusual case" was not described.

Of the eleven jurors, three, or 27.3 per cent,



did not endorse any part of the value judgment. The reasons submitted were:

One-to-one ratio regardless of level.

Not more than one-to-one relation on either level. It seems hard enough to get adequate responsible teaching time with this ratio. I would not want any further division, especially at the secondary level. It is here we need the longer and better experience.

Supervising teachers and pupils in the classroom should not be exploited at the expense of trying to convenience student teaching programs. To avoid frustrations and mediocrity in quality of work, I suggest that we seek out and build up enough desirable locations to accommodate student teachers. Thus, we could eliminate doubling in the assignments during a given term.

Part two of this value judgment was endorsed by seven, or 63.6 per cent, of the jury. One juror qualified his endorsement by stating that:

This would permit the secondary teacher to be the major supervisor for one student, and also assist in broadening the experience of another student having a minor in the cooperating teacher's area.

The second part of the value judgment was not endorsed by four, or 36.4 per cent, of the jurors. The comments submitted by all four jurors not endorsing this value judgment indicated that, in their opinion, not more than one student teacher should be assigned to a cooperating teacher during a quarter or semester, regardless of the instructional area.

## VI. Value Judgment

NOT MORE THAN ONE STUDENT TEACHER AT THE ELEMENTARY SCHOOL LEVEL SHOULD BE ASSIGNED TO A COOPERATING TEACHER FOR MORE THAN ONE QUARTER OR SEMESTER DURING THE ACADEMIC YEAR.

NOT MORE THAN TWO STUDENT TEACHERS AT THE SECONDARY SCHOOL LEVEL SHOULD BE ASSIGNED TO A COOPERATING TEACHER FOR MORE THAN ONE QUARTER OR SEMESTER DURING THE ACADEMIC YEAR.

The first part of this value judgment indicated considerable agreement among the jurors. The responses indicated that ten, or 90.0 per cent, of the jurors endorse this value judgment. Two of the jurors made qualifying statements, as follows:

If the cooperating teacher is especially skilled with a student teacher, two quarters a year might be made the exception.

In all fairness to the students of a teacher in a cooperating school, I felt that one quarter a year is all that they should be taught by a student teacher.

The second section of the value judgment elicited considerable disagreement among the jurors. Only six, or 54.5 per cent, of the jurors endorsed this portion of the value judgment. The five jurors, or 45.5 per cent, of the jurors who did not endorse the second part of the value judgment, indicated that they believed in the one-to-one ratio, regardless of academic level.

## VII. Value Judgment

THE TEACHING SCHEDULE FOR ALL COOPERATING TEACHERS SHOULD BE ADJUSTED SO AS TO PERMIT AT LEAST THREE HOURS EACH WEEK, DURING THE SCHEDULED SCHOOL DAY, FOR GROUP AND INDIVIDUAL CONFERENCES WITH STUDENT TEACHERS AND WITH COLLEGE SUPERVISORY PERSONNEL.

This value judgment was endorsed by nine, or 81.8 per cent, of the jurors. The comments and the qualifying statements contributed were:

Very good!

Yes, desirable, but totally unrealistic now and in the foreseeable future.

An end to be strongly urged. It seems the weak spot in most of our supervisory efforts.

I endorse the value judgment, but I can't see it in practice in the public schools.

The amount of time for conferences recommended in the value judgment is excessive in the thinking of two, or 18.2 per cent, of the jurors. The following reasons were given as reasons for not endorsing the value judgment:

If the cooperating teacher is assigned one student teacher as is usually recommended, three scheduled hours of conferences seems excessive.

Conferences are important and time should be provided for them. I would not recommend that teacher schedules be adjusted in order to include three scheduled conferences. Some modification of this plan to include informal conferences would be desirable.

### VIII. Value Judgment

ALL COOPERATING SCHOOL TEACHERS SHOULD BE INVITED TO ATTEND MEETINGS CONCERNING THE STUDENT TEACHING PROGRAM AT LEAST ONE TIME EACH QUARTER OR TWO TIMES EACH SEMESTER.

This value judgment was endorsed by nine, or 81.8 per cent, of the jurors. The following comments were contributed:

This is a good idea!

We hope this will take place on our campus this year. It may be the first step toward a unified interest in the program, with sufficient strength to carry through in good action.

Ordinarily, every cooperating teacher and the administrators of the cooperating school should meet at least one time each year with the staff of the college.

The two jurors not endorsing the combined meetings for college personnel and cooperating school teacher and administrators, gave the following reasons:

Times are not as important as how, circumstances, etc., plus the fact that conditions alter cases. I could mark yes on "It is usually desirable for all cooperating teachers to attend, etc."

If public schools are located in distant places, two meetings each quarter or semester would be an unrealistic goal. Why not one meeting on campus and one local conference to which the college supervisor travels?

## IX. Value Judgment

SINCE COOPERATING TEACHERS PROVIDE A VALUABLE SERVICE TO THE TEACHER EDUCATION INSTITUTIONS, IT SEEMS REASONABLE AND DEFENSIBLE THAT COMPENSATION OR RECOGNITION OF SOME TYPE SHOULD BE GIVEN.

THE FOLLOWING FORMULA IS SUGGESTED:

<u>PER STUDENT TEACHER</u>	<u>TEACHER STATUS</u>
\$20.00	<u>TEMPORARY STATUS:</u> B. S. DEGREE, NO SPECIAL PREPARATION FOR SUPERVISION
\$30.00	<u>PROVISIONAL STATUS:</u> B. S. DEGREE, ONE COURSE OR WORKSHOP IN SUPERVISION
\$50.00	<u>PROFESSIONAL STATUS:</u> M. A. DEGREE, THREE PREPARATORY COURSES IN SUPERVISION.

TUITION-FREE COURSES FOR GRADUATE CREDIT MAY BE SUBSTITUTED FOR THE MONETARY AWARDS.

The matter of compensation for the cooperating teacher brought out differences of opinion among the jurors. Of the jurors, ten, or 90.9 per cent, endorse the idea that the cooperating teachers should be compensated, either by the payment of money for certain degrees of preparation, or by tuition-free courses for graduate credit.

In making their endorsements, the jurors stated:

This is Georgia's plan, but is inadequate. The teacher should receive a minimum of \$100.00.

I think the cooperating teacher should be paid, but preferably not by the collegiate institution.

We would like for the cooperating school personnel to have enough professional spirit to be willing to do this free of charge, but I do not think that they should be asked to render this valuable service without compensation. Your designated amounts of pay should be a minimum.

Yes, but not in cash unless it comes through the state office and is tied in with some specialized credential. We prefer a credit grant to the school which cooperates, such as credit to be used in upgrading the professional and subject competence of the supervising teachers.

I commend you on the details of this plan.

I am not sure of the advisability of paying money.

The one juror who did not endorse the value judgment stated:

The cooperating teacher should be paid in terms of a professionally trained person, qualified to do the job. The State Department of Education should set up certification requirements, just as they do for principals and supervisors, and pay the cooperating teacher, from the state level, in terms of his professional qualifications.

#### X. Value Judgment

EXCEPT UNDER VERY EXTENUATING CIRCUMSTANCES, STUDENT TEACHERS DOING FULL-TIME STUDENT TEACHING SHOULD NOT TAKE CLASSES ON CAMPUS.

IF STUDENT TEACHING IS PERFORMED ON A HALF-DAY BASIS, THE STUDENT TEACHER SHOULD BE PERMITTED TO REGISTER FOR NOT MORE THAN TWO CLASSES ON CAMPUS. THESE COURSES SHOULD BE CLOSELY RELATED TO THE STUDENT TEACHING EXPERIENCE.

This value judgment was endorsed by eight, or 72.7 per cent, of the jurors. Two comments were made concerning the idea of permitting students to take classes on campus during the student teaching experience. These were:

Sometimes we have to make exceptions in the best interest of the student teacher.

This suggestion seems reasonable.

This value judgment was not endorsed by three, or 27.3 per cent, of the jurors. The reasons stated for not endorsing the value judgment were:

The limitation of two classes for a half-day student teacher is still not tight enough. We constantly find that his concern with term papers, examinations, etc., come at the most crucial point of his student teaching responsibilities and we would, therefore, like to see FULL-TIME STUDENT TEACHING with not additional course work.

Under no circumstances should the student take other work when doing full time student teaching.

Principle not easily realized in practice.

### XI. Value Judgment

IF HOUSING AND OTHER CONDITIONS ARE FAVORABLE, STUDENT TEACHERS SHOULD LIVE IN THE COMMUNITY WHERE STUDENT TEACHING IS DONE.

This value judgment was endorsed by 100 per cent of the jurors. Only one qualifying statement was made. It was:

Ordinarily, only centers that can provide the necessary living accommodations should be selected.

### XII. Value Judgment

STUDENT TEACHERS SHOULD PARTICIPATE IN COMMUNITY ACTIVITIES DURING STUDENT TEACHING, BUT THESE ACTIVITIES SHOULD BE CAREFULLY SELECTED FOR THEIR CONTRIBUTION TO A REALIZATION OF THE OBJECTIVES OF THE TOTAL EXPERIENCE.

This value judgment was endorsed, with no qualifying statements, by the entire jury.

### XIII. Value Judgment

STUDENT TEACHERS SHOULD BE REQUIRED TO PREPARE AND BECOME FAMILIAR WITH ALL THE RECORDS AND REPORTS REQUIRED OF THE COOPERATING TEACHER.

FOR THE STUDENT'S OWN SELF-EVALUATION AND GROWTH, AN UP-TO-DATE RECORD, SUCH AS A DIARY OR LOG, SHOULD BE KEPT.



SOME OBSERVATION REPORTS SHOULD BE MADE, PARTICULARLY IN THE BEGINNING STAGES OF THE STUDENT TEACHING EXPERIENCE.

The members of the jury endorsed this value judgment in its entirety. Only two comments were made concerning this statement. These were:

I concur in your reactions to this phase of the student teaching experience.

Observation reports have perhaps not received the attention they should. So much of the observation is casual and even pointless. On the other hand, you can clutter up the experiences with too much written reporting of various kinds.

#### XIV. Value Judgment

WHERE THE JUNIOR HIGH SCHOOL IS LOCATED IN CLOSE PROXIMITY TO THE SENIOR HIGH SCHOOL, PROVISION FOR INSTRUCTIONAL EXPERIENCE AT BOTH LEVELS SHOULD BE MADE.

This value judgment was endorsed by nine, or 81.8 per cent, of the jurors. The comments concerning the dual-assignment were as follows:

We provide the experience even though it means assignment to a different school. Here is the best argument for a full-semester of experience; nine weeks in each type of school.

Even though this is a special area, it seems reasonable that the secondary majors should be given introductory experiences in the junior high school, particularly when they are available.

Student teachers should be aided and encouraged to broaden their experience with some contacts throughout their school system.

My preference is for junior high experience to the exclusion of senior high. We face the problem of finding adequate supervising teachers on this level.

The two jurors not endorsing this value judgment, contributed the following reasons:

The student teacher is interested in learning to teach and should be provided a continuous experience in one school.

My answer would be "yes" in some situations.

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## APPENDICES

APPENDIX A  
QUESTIONNAIRE

Name of institution; \_\_\_\_\_

Person responding to questionnaire: \_\_\_\_\_

Position: \_\_\_\_\_

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Part I. ORGANIZATION AND ADMINISTRATION OF STUDENT TEACHING

This section of the questionnaire has to do with administrative practices concerning student teaching at your institution. Please check the appropriate answers for each question and recommend changes you would make if you were free to do so.

1. This institution is operated on: Quarter basis \_\_\_\_\_  
Semester basis \_\_\_\_\_

2. Student teaching is done in:

A campus laboratory school \_\_\_\_\_

An off-campus cooperating school with students commuting from the campus \_\_\_\_\_

An off-campus cooperating school with students living in an off-campus center \_\_\_\_\_

Other arrangement \_\_\_\_\_ (Please describe briefly)

Recommended changes you would make:

3. Student teaching is done:

Full time _____	Number of weeks _____
_____ hour block	Number of weeks _____
One hour per day _____	Number of weeks _____
Other _____	Number of weeks _____

(Please estimate number of clock hours student teaches, if this is easier).

Recommended changes you would make if free to do so.

4. Does your institution use a formula for computing the work load of the student teaching staff? Yes \_\_\_\_\_ No \_\_\_\_\_.  
If yes, please describe briefly.

What changes would you make in the formula if you were free to do so?

5. Approximately how many student teachers is each college supervisor assigned per semester or quarter?

1 - 5 _____	20 - 25 _____
5 - 10 _____	25 - 30 _____
10 - 15 _____	Other _____
15 - 20 _____	Number you would recommend _____

6. What other responsibilities while supervising student teachers is the college supervisor assigned?

Teaching assignments on campus \_\_\_\_\_ Number of hours \_\_\_\_\_

Advisees on campus \_\_\_\_\_ Approximate No. \_\_\_\_\_

Committee assignments on campus \_\_\_\_\_

Other assignments \_\_\_\_\_

What changes would you make in this?

7. Do you always have a sufficient number of supervising or cooperating teachers with the required training to meet your needs? Yes \_\_\_\_\_ No \_\_\_\_\_.
8. What is the minimum training and experience you require for a cooperating or supervising teacher? \_\_\_\_\_

What would you recommend? \_\_\_\_\_

9. How many student teachers are assigned to a cooperating or supervising teacher during a quarter or semester? High school \_\_\_\_\_ Elementary school \_\_\_\_\_.

Number you would recommend \_\_\_\_\_

10. How many quarters or semesters each year do your supervising or cooperating teachers supervise student teachers? High school \_\_\_\_\_ Elementary school \_\_\_\_\_

11. Do you have a policy governing the number of quarters or semesters a year a high school class may be taught by student teachers? Yes \_\_\_\_\_ No \_\_\_\_\_. If yes, how many? \_\_\_\_\_

12. How many times a year are the cooperating school supervising teachers brought to the college campus for meetings concerned with student teaching? \_\_\_\_\_, Number of meetings you would recommend, \_\_\_\_\_.

13. Do you have a director or general coordinator of:

- a. Secondary student teaching alone? Yes \_\_\_\_\_ No \_\_\_\_\_  
b. Elementary student teaching alone? Yes \_\_\_\_\_ No \_\_\_\_\_  
c. Both elementary and secondary student teaching? Yes \_\_\_\_\_  
No \_\_\_\_\_  
d. All laboratory experiences? Yes \_\_\_\_\_ No \_\_\_\_\_

14. What proportion of his time is devoted solely to the administration and general supervision of the student teaching or laboratory experience program? \_\_\_\_\_

What changes would you recommend?

15. What is the minimum preparation required of your college supervisors of student teaching? B. S. \_\_\_\_\_ M. A. \_\_\_\_\_ Ph. D. \_\_\_\_\_.

Your recommendation for minimum preparation: \_\_\_\_\_

16. Are your supervisors of student teaching as well prepared academically as those members of the staff who teach the prerequisite courses? Yes \_\_\_\_\_ No \_\_\_\_\_

What are your recommendations?

17. What financial or other compensations are made to the cooperating schools and/or cooperating or supervising teachers by the college? Please explain.
18. Do you have staff members who devote all their time to supervising student teachers? Yes \_\_\_\_\_ No \_\_\_\_\_

## PART II

This section of the questionnaire deals with experiences of prospective teachers during their student teaching.

1. Do student teachers take other classes on campus during the student teaching experience? Yes \_\_\_\_\_ No \_\_\_\_\_

Your recommendation:

2. Are student teachers required to live in the community in which student teaching is done? Yes \_\_\_\_\_ No \_\_\_\_\_

Your recommendation:

3. Are student teachers required to spend a majority of the weekends in the community in which student teaching is done? Yes \_\_\_\_\_ No \_\_\_\_\_

4. To what extent do student teachers participate in community activities?

Approximate number of community meetings attended \_\_\_\_\_.  
(i. e., church, P. T. A., scouts, civic clubs, etc.)

Your recommendation:

6. Do secondary student teachers have teaching experience in both the junior and senior high school? Yes \_\_\_\_\_ No \_\_\_\_\_

Your recommendation:



7. How many teaching assignments does a secondary student teacher have at one time?

Major area

One \_\_\_\_\_  
Two \_\_\_\_\_  
Three \_\_\_\_\_

Minor area

One \_\_\_\_\_  
Two \_\_\_\_\_  
Three \_\_\_\_\_

8. Are student teachers expected to teach the entire day for the cooperating teacher before the completion of the student teaching experience? Elementary \_\_\_\_\_ Secondary \_\_\_\_\_

.. Your recommendation:

9. Approximately what per cent of your cooperating teachers have as much as one period a day available for conferences with student teachers? \_\_\_\_\_

### PART III

What changes, other than the ones you have already recommended, would you suggest for your program of teacher education in general and student teaching in particular?

## APPENDIX B

REVISED STANDARDS AND POLICIES FOR ACCREDITING  
COLLEGES FOR TEACHER EDUCATION OF THE  
AMERICAN ASSOCIATION OF COLLEGES  
FOR TEACHER EDUCATION<sup>1</sup>Part One. Statement of Policy on Accreditation

The accrediting program of this Association is a voluntary and cooperative effort to improve the quality of teaching in American schools. It is hoped that its evolving standards for the preparation of teachers will commend themselves to the general public and to such groups as state boards and departments of education, the administration and faculties of all institutions that prepare teachers and professional organizations of teachers, supervisors, and administrators. These are the groups whose points of view have been considered in the development of the standards and are also the groups primarily responsible for translating such standards into effective practice.

The American Association of Colleges for Teacher Education has no desire to duplicate the work of other accrediting agencies in so far as the non-professional phases of an institution's program and resources are concerned. The Association will accept accreditation by the established regional accrediting agencies on the general phases of such areas as: admission, selection, guidance, and placement; non-professional phases of faculty preparation; teaching load; student health and living conditions; non-professional phases of the library, science laboratory and shop equipment; buildings and grounds; financial support; and appointment, academic freedom and tenure of staff members.

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<sup>1</sup>American Association of Colleges for Teacher Education, Revised Standards and Policies for Accrediting Colleges for Teacher Education of the American Association of Colleges for Teacher Education (Oneonta: American Association of Colleges for Teacher Education, 1952), pp.5-40.

As the proposed coordination of regional accrediting associations progresses, plans should be worked out to bring about a greater uniformity in reports which are submitted by institutions of higher education to various associations, authorities, and agencies. Such uniformity would tend to reduce further the overlapping of organizational functions and the institutional work of supplying requested data.

The AACTE, having standards which have been continuously developed since 1923, will from now on follow the general practice of applying only those of its revised standards which are directly related to the professional education of teachers and other educational workers. In cases of certain types of institutions located in areas in which the regional association does not usually accredit these institutions, it is understood that the AACTE will assume responsibility for evaluating all phases of the program for purposes of professional accreditation.

## Part Two. Standards for Undergraduate Professional Programs

### I. Definition, Objectives and Organization of a College for Teacher Education\*

#### A. Definition

The following types of non-profit institutions of higher education (publicly supported, endowed, or church-related) may apply for membership in the American Association of Colleges for Teacher Education:

1. Independently-organized
  - a. Colleges of education and teachers colleges
  - b. Colleges or institutes concerned with such special areas as music, art, and physical education

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\*Tentatively adopted at the Business Session in Atlantic City February 16, 1951 and tabled for a year's consideration.

- c. Liberal arts colleges having a department, a school, or a division of education.

- 2. Teacher-education units of
  - a. Universities
  - b. Land-grant colleges
  - c. Other multi-purpose institutions

In order to qualify for membership, the teacher-education program of any of the above types of institutions must meet satisfactorily the general and professional standards approved by this Association.

#### B. Objectives

It is the desire of AACTE to encourage and assist colleges to adapt their teacher education programs to the needs of teachers in the schools and communities they serve. Each college should develop its programs and procedures in terms of well defined purposes and objectives, and each should be evaluated in terms of its effectiveness in meeting its objectives.

There are, however, certain characteristics which the Association believes it desirable to develop in all American teachers. While each institution may attempt to develop these characteristics through its own procedures and programs, it should be held responsible for the results produced. Some of the characteristics needed by all teachers are also needed by all American citizens--especially by those who are to become leaders of American thought and action. Other characteristics, while desirable in other occupations and professions, are especially required in the teaching profession.

#### The professionally educated teacher:

- 1. Expresses carefully considered rather than impetuous judgments of public events. Views his own affairs and those of his profession in the light of a real understanding of the social, economic, and political factors operating in his community, nation, and world.

2. Shows in his relations with other people as individuals and as groups, that he reflects upon and practices the values of democracy, accepting both the freedoms and the responsibilities involved.
3. Has developed an appreciation of people who are different from himself in cultural, racial, religious, economic, and national background, and is willing to accord them full equality of opportunity.
4. Has gained a useful understanding of the learning process as it operates in human development and of effective methods of guiding it in children, youth, and adults.
5. Has developed the ability and initiative to take responsibility for planning, guiding, and evaluating his own education and for helping others to learn.
6. Has learned to identify issues of moral choice involved in his personal and professional life and has developed ethical principles and spiritual resources to guide his actions.
7. Has developed sufficient understanding of the activities and agencies of local communities to enable him to relate the educational activities of the school to the ongoing processes of community improvement.
8. Has gained a working knowledge of the principles governing the formation and functioning of social groups and is able to use group processes in the improvement of individual and community life.
9. Understands the purposes, development, programs, financial support, and administrative organization of the American system of public education, and participates professionally in group planning of improved educational programs and in performing the special duties he assumes.

10. Understands the physical and biological environment sufficiently well to guide children and youth in trying to use and control the environment for the welfare of all mankind.
11. Is able to communicate his thoughts orally and in writing with enough clarity and logic to be effective as a teacher.
12. Has a real appreciation of aesthetic values as these are represented in painting, sculpture, architecture, music, literature, and other media of creative expression.
13. Is able to demonstrate his ability to apply his intellectual, moral, aesthetic, and professional learnings as an effective teacher in a typical school situation.
14. Has acquired a teaching competence, in both knowledge and skills, in the subject matter areas in which he expects to teach.

#### C. Organization

It is assumed that each member institution in AACTE has met the standards of its regional accrediting association and therefore possesses relatively adequate physical facilities, financial support, staff, teaching materials, and general instructional programs. These may be molded into a well balanced, unified, and effective teacher education institution through appropriate organization and administrative procedures. Suitable organization should be developed in an institution through democratic processes. Administrative procedures should be of such character as will stimulate initiative, creative thinking, experimentation, and professional growth. One of the main objectives of administrative leadership in a teacher education institution must be to provide effective channels of communication and mutual support, and to keep these channels open.

## II. Admission, Selection, Guidance and Placement

Note: It is difficult in institutions for the education of teachers to separate the phases of student personnel services that are distinctly related to prospective teachers from the general aspects of personnel services provided all students. Therefore, this Standard, as adopted and printed, includes all the elements in a comprehensive program of student personnel services, most of which will be adequately evaluated by regional accreditation.

Even so, there are some phases of most of the items that are directly concerned with teacher education. The evaluation schedule for this Standard stresses only selective admission to teacher education curricula, progressive retention, educational guidance and counseling, and placement and follow-up of graduates, since they are clearly concerned with professional aspects.

### A. Services Which Promote the Student's Progress Toward the Educational Goal of his Choice

#### 1. Recruitment

In order to interest desirable young people in the teaching profession, the college should provide catalogs, bulletins, and other descriptive materials to set forth its functions, requirements, and programs. Through visits to the secondary school and through meetings on the college campus, college staff and representative student groups should make contact with the secondary school faculties and the student bodies. A well defined, clearly understood policy of recruitment should be administered by a designated agency of the college.

#### 2. Admission

The minimum requirements for admission to a college accredited by this Association should be: (1) graduation from an approved high school



or the equivalent; and (2) submission of a high school transcript with complete record of courses and marks for at least the last three years of work in the high school, or equivalency in terms of recognized standards. Further evidence of the student's qualification for college work and as a promising recruit for teaching should be required. This evidence may well include a certificate of physical condition by a qualified physician, scores on standardized aptitude and achievement tests, rank in high school graduating class, personality rating, recommendation of school officials, and an autobiography of the student.

### 3. Freshman Week

A definite period of time should be set aside before classwork begins in the fall for orientation toward or induction into significant college experiences. The general purposes of Freshman Week should be: (1) to help the new student become acquainted with the personnel of the college--faculty members, upper classmen in key positions, and--above all--fellow freshmen; (2) to introduce the student to the new environment, to the faculty and students who perform specialized functions, to the college educational program, to the college as an institution--its traditions, standards, customs, services, rules, regulations--to the extra-class activities of the college, and to the surrounding community and neighborhood; (3) to secure from the new student necessary information to assist the college in guiding him in his college experiences; (4) to assist the new student in making choices of college experiences. These choices involve the curriculum and, most immediately, the class schedule for the first term. Also involved are choices of desirable social experiences and associations and out-of-class activities provided by the college.

Suggested activities for carrying out these purposes are: (1) arranging a program of social events designed to make the student's transition



to the college community one of hospitable acceptance; (2) administering a battery of standardized tests upon the basis of which class sectioning and educational counseling can be done advantageously; (3) requiring examinations for which remedial measures may be recommended in general health, speech, vision, and hearing; (4) having programs designed to acquaint the student with the educational, social, and extra-curricular opportunities of the school; (5) providing an opportunity for the freshmen to have conferences with faculty advisers.

#### 4. Personalized Registration

Personal attention should be given to the enrollment of each student in courses appropriate to his educational objective. Provision should be made for the student to confer with his adviser concerning his registration, and the adviser should affix his signature of approval to the student's official registration card. Opportunity should be provided for the modification of the student's program in accordance with his developing needs. Coordination of registration procedures should be assured by a central organization.

#### 5. Orientation Course or Program

Instruction and information should be presented to the freshman students in an organized program, either with or without credit, on some or all of the following topics: (1) purposes of a college education and the specific educational functions which the given college serves; (2) rules and regulations of the college; (3) achievement at level of ability; (4) scholarship regulations--standards of achievement expected of each student and those required for promotion, honor, and graduation; (5) effective study habits; (6) use of the library; (7) recreational and extra-curricular activities; (8) physical efficiency; (9) social courtesies

and competency; (10) appropriate dress and grooming; (11) personality development and good citizenship; (12) vocational guidance; and (13) finance and budgeting.

Adequate reference material should be available to the students, and opportunities for practice or participation should be provided. In conducting the course, one person should be responsible for the general supervision; but many members of the faculty, qualified in specific areas, may contribute to the program.

## 6. Educational Guidance and Counseling

Educational guidance is designed to assist each student in formulating a program adjusted to his needs and capabilities, which will result in the highest possible professional and personal development. A program of in-service education for counselors should be provided.

Personal guidance. In order to assist students in developing interests, changing attitudes, awakening responsibilities, and strengthening weaknesses in background, the college should provide personal guidance through vocational, social, educational and health information, references or suggestions from which may be formulated programs of action according to needs and abilities. Every student should have a counselor who is familiar with the educational and scholarship requirements of his chosen objective and who merits the respect and the confidence of students. Voluntarily the student should seek the advice of his counselor.

Group Guidance. Group guidance should be provided in dormitory, class, and extra-course activities to assist the student to find an outlet for special interests or aptitudes and to develop qualities of leadership and group co-operation.

## 7. Progressive Selection and Retention

Progressive selection and vocational orien-

tation of students should be practiced from the first term onward, through the application of standards of scholarship, personality, health, and behavior established for continuation and promotion. Through a selective process, the student should be admitted to candidacy for teacher preparation. It is recommended that the techniques of selection should include consideration of: (1) the quality of the applicant's scholarship; (2) recommendations or descriptive statements from counselors and other staff members relative to the candidate's personal and social fitness to become a teacher; (3) indications of qualities of leadership, co-operation, responsibility, and general citizenship by participation in extra-course activities; (4) status and achievement in health; (5) standing in college testing program; (6) voice, speech, and oral and written English records; and (7) evidence of ability to understand children and to work with them.

Students seeking admission through transfer from other colleges should meet the same standards required for the continuation of students of similar classification.

## 8. Placement and Follow-Up

Placement and follow-up refer to all that is done to help the student leaving college to secure a position and to continue his professional growth so that he may use his abilities and potentialities to the greatest good for himself and for those with whom he comes in contact.

Techniques. The techniques of placement for undergraduates should include: (1) educational, vocational, and personal counseling when for reason such as ill health, no funds, or poor record for student leaves the college; (2) information with respect to sequence of steps necessary in the transfer to some other institution. The techniques of placement for graduates should include: (1) survey of the service area for available positions; (2) instruction of students with regard to personal

interviews and letters of application; (3) provision of folders of information regarding graduates; (4) arrangement of appointments of graduates with school officers; (5) maintenance of files of information on graduates relative to their successes, failures, and changes of positions.

The techniques of follow-up service, planned cooperatively with authorities in the situation where the student is placed, should include:

(1) visitation, (2) in-service assistance, (3) professional advancement, (4) promotion and transfer in positions, (5) studies and surveys of the adjustments of graduates.

Organization. Responsibility for placement and follow-up should be a specific function vested in a person, a committee, or a department of the college.

There should be a continuous study of placement in order to improve the quality of placement service in the communities depending on the college and to provide information for use in establishing the total number of students to be admitted to the college each year (likewise, the numbers in the special majors) whether selection is initial or deferred.

## B. Services Which Contribute to the Student's Personal and Social Well-Being and Development

### 1. Student Health

Health service. By means of suitable organizations, the college should make provision for the following phases of student health service: (1) physical examinations, (2) consultations on health matters and dispensary treatments, (3) correction of remediable defects, and (4) hospitalization or infirmary care. (This type of service may be provided through cooperative arrangement with independent hospitals).

Minimum provisions for meeting the preceding requirements are as follows: (1) either a nurse

or a physician as a full-time member of the staff; (2) examination by a physician for every student at least twice during the student's college residence and at other times as needed; (3) hospitalization for a week, when necessary, with the following included: board, room, general nursing, and expense for the operating room in case of an emergency operation.

Student health services should be rendered by qualified physicians, nurses, dental hygienists, psychiatrists, and others on such basis and in such manner as local conditions demand. Offices and rooms of the health service departments or organization should be equipped with modern scientific apparatus, and essential clerical services should be provided.

Health education. Suitable courses in health education should be offered and provisions should be made in the training-school department for observation and student teaching in health education.

Physical education. Facilities should be provided for instruction in physical education for indoor and outdoor physical recreational activities.

Funds needed for an adequate health and physical-education program for all students should not be diverted to furthering an inter-collegiate athletic program. The major purpose of athletics should be to promote the physical and recreational welfare of the student body. Consequently, subsidies and special concessions to athletes and other tendencies toward professionalism have no place in the program.

## 2. Housing and Food Facilities

Each college should make definite provisions to insure for its students living conditions which provide proper safeguards for health, morals, and mental efficiency, and which foster a responsible type of citizenship and leadership on the part of individuals concerned.

Dormitories. Dormitories should be of fire-resistive construction, should be kept in a

wholesome, sanitary condition, and should comply with existing regulations pertaining to health and safety. A trained personnel with regular staff status should be employed as resident directors, and there should be a workable system of student participation in the planning and the supervision of dormitory life.

Off-campus housing. The college should inspect and approve annually all student housing accommodations on the basis of established standards of health, safety, morale, moral tone, and study conditions. The college should set up definite term-contracts for living accommodations and rules of conduct similar to those for students in the college dormitories.

Food services. It is the responsibility of the college to insure the provisions of food services for those students who must eat away from home. The food should meet with the best nutritional and dietary standards and should be prepared and served under sanitary conditions. All food-serving establishments catering to students should be regularly inspected and rated according to prevailing legal standards.

### 3. Financial Aid

The college should make provision for granting and coordinating financial aid to students. Aid should be administered so that educational opportunities will be equalized and scholarship encouraged.

Loans. Sound business practices should be followed. The conditions under which loans are made and the exact obligations of the recipients should be clearly understood. No student should be permitted to assume obligations for repaying sums of money in excess of amounts that he reasonably might be expected to pay within the time limits imposed.

Scholarships and Grants in Aid. Scholarships should be awarded primarily on the basis of the degree of excellence of scholastic records. Grants-in-aid, such as remitting or reducing tuition or fees, should be awarded primarily on



the basis of the student's need for financial assistance and only to applicants of satisfactory record.

Employment. An adequate student employment service should be maintained. This service differs from "placement" in that it helps students find satisfactory part-time employment while they continue in college.

#### 4. Social Competence

The college should provide a program which will be conducive to the development of the social competence of students. Desirable types of social activities should be sponsored, and students should be encouraged to participate in them.

Recreational rooms and other facilities should be provided and properly supervised for informal social gatherings and leisure-time activities of students.

#### 5. Religious Life

As an aspect of personal development students should be encouraged to participate in religious activities both on and off the campus. The college should encourage the development of religious organizations on the campus and cooperate with the religious groups in the community in order to satisfy the religious needs of students.

#### 6. Student Government

The college should have a student council composed of representatives of the student body who, in cooperation with the faculty and the administration, will be responsible for stimulating, encouraging, organizing, and regulating student activities on the campus.

## 7. Special Services

Colleges which can make provision for adequate support of clinics should provide special services in psycho-educational measurements, remedial speech, remedial reading, hearing therapy, and such other services as will promote the personal and professional development of students.

## 8. Citizenship and Discipline

Good citizenship and self-discipline among the students should be stimulated through well established and considerately administered policies.

### C. Administrative Organization of Student Personnel Services

#### 1. Basic Principles

Student personnel services include those activities that supplement and reinforce the classroom program of the college by promoting the educational, personal, and social well-being of the students. The student personnel program should be adapted to the purposes of the college, to its educational philosophy and to the needs of the student body. The responsibility for the organization and administration of personnel services should be clearly designated.

#### 2. Administrative Organization

The administrative organization of the personnel program should be determined by the character of the college. The personnel staff should be competent in terms of professional preparation and personal qualities; their functions and relationships should be clearly



defined. The organization should be conducive to good working relationships within the college and to the development and maintenance of good morale among both the members of the personnel staff and the students of the college.

### 3. Student Personnel Records and Forms

The effective functioning of student personnel services requires complete, concise, and understandable student records. They are basic tools for the counseling of students and for the selective admission and retention, the personal and professional growth and development, and the recommendation and placement of students.

The college should have a central personnel file where significant data concerning each student are recorded on appropriate forms. This file may well include such data as (1) personal information concerning the student; (2) family and community backgrounds; (3) high school record; (4) college scholastic and course record; (5) standardized test scores; (6) health record; (7) extra-course activities; (8) awards and outstanding achievements; (9) employment and financial aid; and (10) other items, such as personality ratings, study conditions, and recommendations, which members of the staff find valuable in assisting or obtaining a better understanding of the student.

The student personnel records should be in a convenient and usable form; the entries should be cumulative and continuous; the records should be kept up-to-date and should be readily available to the proper personnel.

### 4. Office arrangement

Adequate and conveniently arranged offices and office equipment should be provided to facilitate the operation of personnel services in a satisfactory manner.

### III. Preparation of Faculty

Faculty members of a college for teacher education have special responsibilities beyond the possession of scholarly attainments and a high degree of competency in their special areas of professional service. It has been agreed upon by a large majority of the members of AACTE that the person well qualified to teach in a college for teacher education:

- a. Is emotionally stable and mature.
- b. Reflects high ideals through his behavior.
- c. Holds fair-minded attitudes on controversial issues.
- d. Shows an active interest in continued professional growth.
- e. Regards himself as primarily a college teacher (rather than as a subject-matter specialist).
- f. Takes a broad (rather than departmental) view of educational problems.
- g. Is friendly, democratic, tolerant, and helpful in his relations with students.
- h. Has an infectious enthusiasm for teaching that inspires students to want to teach.
- i. Has demonstrated skill in methods of instruction appropriate to his field.
- j. Leads students to take responsibility for planning and checking their own progress.
- k. Inspires students to think for themselves and to express their own ideas sincerely.
- l. Organizes materials and prepares carefully for each meeting with a class.
- m. Understands the problems most often met by college students.

### IV. Teaching Load of Faculty

It is proposed that this standard be left to the consideration of regional accrediting agencies, except that care should be taken to see that the total "service load" of teachers supervising laboratory experiences including

teaching, supervision, conferences, and other institutional responsibilities should be comparable to the load of other members of the faculty.

## V. Curriculum--Instructional Patterns

The curriculum of a college for teacher education comprises all of the supervised or stimulated learning experiences provided in the professional preparation of teachers and other educational workers during their period of college residence.

A. General Education--includes a functionally broad cultural background based upon the need of the student for an understanding of current life problems, a functionally sound psychological understanding of himself and of other individuals, and a corollary working comprehension of the broad social and economic environment in which he lives.

1. An importance purpose of this part of the educational program should be to insure a usable understanding of the principal areas of organized knowledge.
2. The main emphasis throughout should be upon effective personal, social and civic living.
3. Students should be encouraged to develop under guidance democratic leadership with groups of children and to participate in such varied activities as community and extra-class organizations, travel, work experiences, and forums.
4. Emphasis should also be placed upon the development of the ability and desire to think critically, evaluate results, and continue growth in the various fields of study. Methods of teaching and ways of learning are important phases of general education. These elements are also essential in teaching fields and in professional education.

B. Teaching Fields--are interpreted to include functional competencies in the areas to be taught, combined with the ability and willingness to practice appropriate methods of experimentation and critical inquiry.

1. There should be adequate safeguards against over specialization in the various specific subject matter fields. Some means of accomplishing this are provisions for broader areas in teaching fields for secondary teachers; group majors, group minors, or guided further work in general education for elementary teachers; and core curricular patterns.
2. The functional use of knowledge and skills, rather than their mere accumulation, should be the focus of work in all teaching specialties.
3. For prospective teachers in the elementary school, much of the general education which all teachers need as citizens becomes the teaching field. These teachers need specific instruction in such broad fields as art, music, world geography, world history, elementary school problems, general science, health, and home and community living. In such areas, the content should be selected in terms of its use with young children in order that the general education of all future citizens may be enriched.

C. Professional Education--includes effective mastery of professional knowledge and skills needed by teachers, an understanding of the inherent responsibilities of a teacher in a democratic society, the development of a constructive philosophy of education, and a continuing desire for further professional growth.

This phase of the teacher's education should provide for initial competence by

helping the student acquire:

1. An understanding of the growth and development of children, youth, and adults, through observation and actual work with children in learning situations.
2. An orientation to education and to teaching which will provide the prospective teacher with a basis for professional choices and serve as an interpretative professional background for a career in education.
3. An understanding of the teaching and learning processes as they affect the selection, organization, presentation, and evaluation of instructional materials and resources for different age groups.
4. A recognition of the inter-relation of the school and the community and of the teacher's role as a member of and leader in community life.
5. A safe initial amount of teaching skill insured by participation in varied supervised laboratory experiences, including observations, demonstrations, clinical practices and student teaching, in the several professional courses.
6. An ability to read the professional-technical literature that applies to the work of the teacher.
7. A working philosophy of education and an appreciation of the teacher's ethical responsibilities to children, to the profession, and to democratic society.

- D. Elective Courses and Activities--provide additional definite and positive contributions to a well-balanced and integrated personality and to the ability to aid others in developing such personalities.

It is now generally accepted that much of a teacher's effectiveness depends upon personal traits, interests, and abilities which are not necessarily the direct out-

growth of formal units of the educational program.

Prospective teachers, therefore, should have ample opportunities to participate in a wide range of extra-class activities such as clubs, societies, sports, hobby groups, forums, and local and school government, and also to select from elective courses those which supplement or widen their interests or creative talents. These experiences should result in the development of poise, articulateness, and the ability to work cooperatively and exercise leadership in group activities. This phase of a teacher's preparation should be closely articulated with the institution's program of guidance and personnel services.

A continuously developing curriculum for teachers should include a balanced inter-relationship of general and professional education and opportunities for wholesome personal development. This should result in the preparation of teachers who understand the inter-relationships of education with other influences in a democratic society, and who desire to promote and implement democratic ideals.

## VI. Professional Laboratory Experiences

### Meaning and Function of Professional Laboratory Experiences

The significance of direct experience in the learning process requires that the curriculum of teacher education make provision for such experience, for the need is great at all maturity levels. To build the resourcefulness needed by today's teacher in meeting varying and different situations requires many opportunities to study the major professional activities of the teacher by participating in such activities. There is need for direct experience to develop understanding that goes



beyond verbalization and fixed skills; to develop action based upon thinking and the flexible and creative use of skills. Such direct experience for the teacher-to-be may be called professional laboratory experiences. These laboratory experiences should provide:

1. an opportunity to implement basic concepts and ideas discussed in college classes so that the student may study the pragmatic value of the theory and check his understanding of the theory in action;
2. help for the student in seeing his needs (both personal and professional) and outlining experiences which should be included in his further study; and
3. an opportunity for the student to study his ability to guide actual teaching-learning situations.

The first two of these purposes call for laboratory experiences as an integral part of education courses and of professionally-treated content courses. In fact, such laboratory experiences may well be a part of academic courses whose content, while directed toward the student as individual and citizen, is used professionally by the teacher of children and youth. The third purpose suggests a period of intensive, continuous work with a given group of learners in which the student carries major responsibility for guiding the learning process. Such a period also contributes to the first two purposes and may well be provided through a separate course known as student teaching. Although the student teaching period contributes to all three purposes, it cannot take the place of the more diversified laboratory experiences extending throughout the period of college study. Such experiences need to be included in course work to give meaning to ideas discussed and concepts developed. Nor can laboratory activities had in connection with college classes replace the more intensive work with a given pupil group. Both are needed in

the program of professional education of teachers. "Professional laboratory experiences" is an inclusive term; student teaching is one type of such experience.

Professional laboratory experiences include all those contacts with children, youth, and adults, which make a direct contribution to an understanding of individuals and their guidance in the teaching-learning process.

Student teaching is a period of guided teaching when the student takes increasing responsibility for guiding the school experiences of a given group of learners over a period of consecutive weeks.

#### Implementing the Concept of Professional Laboratory Experiences

To be adequate, a standard for implementing the foregoing concept of professional laboratory experiences must deal with the qualitative aspects of the college program. The abilities and needs of individual students vary within any given college while the background of experience of students in one college may differ greatly from that of students enrolled in another institution. Therefore, a simple quantitative standard must give way to one that is flexible, yet gives direction in planning a desirable program for a teacher education institution. The following paragraphs outline the several aspects of a standard which is designed to guide the development of professional laboratory experiences appropriate for the purposes and conditions of each member institution.

A. The Place of Professional Laboratory Experiences in the College Curriculum. The nature of a student's preceding experiences in a given area, rather than the age of the learner or his



position in the educational ladder, is the criterion for determining the amount and place of direct experience in the college curriculum. Professional laboratory experiences, therefore, should be an integral part of the work of each year of college. This aspect of the standard is implemented most fully:

1. When laboratory experiences prior to student teaching are integrated with other parts of the college program. The student derives more from his direct experiences prior to student teaching when they grow out of and are brought back to his work in college courses than when they comprise a separate and independent series of guided experiences.
2. When there is flexibility in planning for professional laboratory experiences as work progresses rather than scheduling laboratory experiences for a considerable period in advance. This is necessary if provision is to be made for the needs of individual students and for student participation in the planning of experiences.
3. When the intensive period of work, known as student teaching, occurs at that point in the professional sequence when the student is ready to assume a growing share of the responsibility for guiding the experiences of a group of learners. Such readiness has many component parts, both personal and professional, and is conditioned by a variety of factors. For example, the student who is ready to engage in student teaching should possess some sensitivity to problems and factors affecting a teaching-learning situation, some understanding of the major aspects of child growth and development, some ability to study the needs, interests, and abilities of a given group of learners, and some understanding of how to apply basic principles of learning. He should

likewise possess some degree of emotional stability, a reasonable amount of poise, and good mental and physical health. These factors of readiness should be viewed in terms of development to the point where the student can profitably extend his competencies by assuming greater responsibility for guiding the activities of a group of learners over a consecutive period of weeks.

Readiness is an individual matter. Recognition of individual differences means that not all students will enter upon the work of student teaching at the same point in the professional sequence. Each placement is contingent upon the ability of the student and the nature of earlier professional laboratory experiences.

4. When provision is made for professional laboratory experiences following student teaching: (a) to permit students to do more intensive work in areas of special interest or competence; (b) to make it possible to strengthen shortage areas; (c) to help students gain a new overview of the larger school situation and to study the interrelationships of its various parts. Again the nature and extent of laboratory experiences at this point will vary greatly in terms of the needs of the individual student. For some the work will be largely observation, for others direct teaching; for some there will be many short contacts, for others an extended period of work in a single situation; for some the experiences will be largely within the school situation, for others chiefly in the community. For some such laboratory contacts will be extensive; for others they will be a resource to be used occasionally.

B. Nature of Professional Laboratory Experiences. If the student is to build an action-picture of the role of the teacher in public education there must be opportunity to experience the work of the teacher both within and without the classroom. This includes a study of the work of the school as a whole, of pupil and community backgrounds as a basis for improving the educational program, of the responsibilities of the teacher and the school in sharing in and improving community activities. The professional program should be designed to afford opportunity for responsible participation in the major areas of the teacher's work. This aspect of the standard is implemented most fully:

1. When a variety of experiences helps the student to form working concepts of the role of the teacher in the school and the community; to understand children and youth of varied abilities and socioeconomic backgrounds; and to develop competence in working with children, parents, colleagues, and community agencies.
2. When the period of student teaching provides opportunities for the student to perceive the major aspects of the teacher's work as a whole and to gain in a functional understanding of the interrelationships among the various aspects through being an active agent in the teaching process.
3. When provision is made for some full-time student teaching--a period of consecutive weeks when the student's college program consists only of those activities related to student teaching. While the student may have contact with a range of activities of the teacher through diversified laboratory experiences prior to student teaching, it is through a period of full-time student teaching that the student can best see these activities in relationship, in a single setting, and test his ability to carry on these activities concurrently.

4. When the needs of the individual student dictate for each area of teaching the particular activities to be engaged in and the sequence of those activities.
5. When the activities engaged in are those inherent in the particular laboratory situation and ones that would normally be carried on with the given group of learners.
6. When the internship, as a part of a fifth year of professional study, is recognized as providing certain experiences that have unique values for the preparation of teachers. Chief among the values to be kept in mind by colleges having an opportunity to develop an internship program are: (a) continuity between pre-service and in-service education; (b) gradual induction as a member of a school staff with part-supervision by those who know the beginning teacher; (c) more effective placement for work; (d) opportunity for the college to study the effectiveness of its work and make needed curricular modifications.

C. Assignment and Length of Laboratory Experiences. Where the student should engage in the various types of professional laboratory experiences and how long he should continue with a given experience, and how long he should remain in each situation are conditioned by the needs of the student, the degree to which the given experience can contribute to those needs, and the student's rate of growth. Choice of laboratory situation and length of time spent there will vary with individuals. Each experience should be long enough to help the student achieve the purposes for which he entered upon it. This aspect of the standard is implemented most fully:

1. When the assignment to a particular laboratory situation is based upon the

needs, interests, and abilities of the individual student and the characteristics and opportunities of the given situation. Attention should be given to the personality of the student, the kind of professional work anticipated, and indicated professional competence and need. In judging the laboratory situation such items as the following should be considered:

- a. The group of children or youth. Is this projected assignment in the best interest of the children?
  - b. The person directly responsible for guiding the laboratory experience (hereafter called the laboratory teacher). What is the ability of this teacher to give the particular type of guidance needed by the student? Is such an appointment advisable in terms of the teacher's total load--teaching load, committee responsibilities, health factors?
  - c. The program of the group and the school. Are the normal interests and activities of the group those which provide the needed experiences for the given student?
2. When the length of time spent in a given laboratory situation, as well as in each professional laboratory experience or activity, is flexible in terms of the best interests of the student, his rate of growth, whether his needs can best be met during the present period or through later experiences in other situations, and consideration of opportunities provided in the given situation to meet the changing needs of the student.
  3. When provision is made for continuity in the study of a given laboratory situation. Really to understand a situation, to be intelligently active about it, and to note

change and how it came about call for continuing contact with that situation. Other things being equal, fewer laboratory situations, of varying types, studied in their various aspects and really understood are to be preferred to a larger number that are partial and not continued long enough really to achieve the purposes for which they are designed.

4. When the period of full-time student teaching is long enough to permit the student teacher to understand the growth of learners resulting from the guidance given. There is need for each student to stay with at least one laboratory situation for a period sufficiently long to observe how activities develop and how learning is extended and horizons widened. The student should stay with a laboratory situation long enough to see the growth emerging from cooperative efforts of teachers and learners so that he may know the satisfactions of teaching, know his strengths and weaknesses in guiding teaching-learning situations, and attain a functional understanding of the learning process.
5. When withdrawal from a laboratory situation is made with consideration for the nature of the particular activities the student is developing with children. A contact should be terminated with regard for the best interests of the children and at the point where withdrawal can be satisfying to the student himself.
6. When the number of different laboratory contacts is varied to meet the needs of individual students. What and how many contacts are needed by the student are contingent upon opportunities in a given situation to meet the needs of the student for experience with the scope of the teacher's work in the school and the community, with pupils of different socio-



economic backgrounds, abilities, and maturity levels, and with different curriculum patterns and administrative organizations in schools.

D. Guidance of Professional Laboratory Experiences. The quality of the professional laboratory experience is as important as the range of experience, if not more so; quality of experience is conditioned in large part by the guidance given as the student engages in a particular activity. The quality and nature of the guidance given become especially important when fixed patterns and prescribed regulations are replaced by concern for individual differences among students. Guidance of professional laboratory experiences should be at all times in terms of basic educational principles. Guidance should demonstrate the principles recommended for use in working with children and youth. This aspect of the standard is implemented most fully:

1. When the student has a vital and growing part in the managing of his professional laboratory experiences. As the student shares in developing plans for his own program, he has first hand experience with the guidance process and can see its effect upon himself. Thus, he can grow in his understanding of what is involved in the process of guiding children and youth.
2. When guidance of professional laboratory experiences is directed toward helping the student generalize from experiences and develop a set of educational principles. Underlying concepts and basic principles, rather than patterns and fixed ways of responding, give the prospective teacher the power needed to meet changing conditions in the laboratory situation and in later teaching situations.
3. When evaluation of growth in meeting and dealing with laboratory experiences is a

continuous and integral part of the learning process rather than a separate activity engaged in periodically and when it is in terms of the student's ability to use basic generalizations in meeting new experiences. Throughout, evaluation is based on study and analysis by the staff, cooperatively with the student, of anecdotal and other types of descriptive records of specific reactions to situations.

E. Guidance of Professional Laboratory Experiences as a Cooperative Responsibility. If professional laboratory experiences are to be an integral part of the college program, the development of these experiences should be the joint responsibility of the person directly responsible in the laboratory situation and the college representatives most closely associated with the student's activities in the laboratory situation. Laboratory and college staff members should work together to help the student see the inter-relationships between laboratory experiences and other college activities and mutually to reinforce learning experiences. College and laboratory staff members should coordinate their efforts to eliminate conflicts that interfere with learning. This aspect of the standard is implemented most fully:

1. When assignments to laboratory situations are made cooperatively by those persons who are most fully acquainted, on one hand, with the student and his needs and, on the other, with the needs and opportunities in the laboratory situation. Usually these persons are the student's college advisor, the student himself, and the director of the laboratory program who brings knowledge of the work of the various laboratory groups and the over-all program of the laboratory center.
2. When data relative to the needs, abilities, and background of experience of the



student are shared with the laboratory teacher prior to the student's work in the laboratory situation. This may be done through conference, a special report, or making student cumulative records easily accessible. Coordination is more easily realized where provision is made for the cooperative study and discussion of the data.

3. When conferences and other channels of communication between laboratory and college teachers are easily available throughout the several years of college. These, both with and without the participation of the student, may include consideration of such items as selection of laboratory experiences, evaluation of student progress and growth, determining needed additional laboratory experiences, advisement regarding teaching problems in a given laboratory situation, and understanding the respective philosophies and educational points of view of laboratory and college teachers.
4. When both college and laboratory teachers share in the supervision of laboratory experiences. Each has a definite contribution to make to the growth and development of the student--the college teacher in helping implement ideas developed in college courses, in building upon the student's particular abilities and background of experience, and in turn modifying his own teaching and the college curriculum in terms of the needs shown by students at work in laboratory situations; the laboratory teacher in providing guidance based upon an intimate knowledge of a particular teaching-learning situation, upon a depth of understanding of child development, and upon the competencies of a capable teacher of children.

F. Facilities Needed to Implement the Program of Professional Laboratory Experiences. Facilities should always be viewed with reference to the goals to be achieved. They are essentially service tools and their worth and the use to which they are to be put can be judged only in terms of that which they are to serve. The number of college students to be served, the specific curriculum design, the nature and availability of educational resources in the given community all are factors that condition decisions regarding the scope and nature of needed laboratory facilities. There is need for laboratory facilities sufficiently extensive to provide for each student contact with "normal" situations, varied enough to provide contacts with different pupil groups and different curriculum and administrative organizations, and located for student convenience and staff accessibility. This aspect of the standard is implemented most fully:

1. When one or more college-controlled schools are available for laboratory experiences related to a school and its community. Control refers to a reasonable influence by the college over policies relating to selection of staff and to procedures in curriculum development. In general, this school (or schools) should be a representative school in the sense of having a non-selected group of children or youth and a definite community setting, a staff of able teachers qualified to guide professional laboratory experiences, and a program that is dynamic and forward-looking. The school should be one in which the staff, the administration, and the community are willing to cooperate in making the school a situation serving the dual function of providing the best possible program for children and or providing desirable experiences for prospective teachers. In some cases this will mean a college-owned campus laboratory school, in others an off-campus school or

schools developed cooperatively by the college and the local school system, in still others a combination of campus and off-campus facilities.

2. When a range of other school situations is available. No one school can provide the needed range of experiences with children of varied socio-economic backgrounds, with different major educational philosophies, with varied types of instructional materials, with different patterns of administrative organization. No one school can provide the suggested range of professional laboratory experiences for a large student body. Schools or particular situations within a school should be selected for the differentiating philosophy, curriculum design, administrative organization, and community setting presented. Like the college-controlled situations named in the preceding paragraph, these schools should be staffed by teachers qualified to help students study the particular point of view or organization represented, see what is involved in its implementation, and analyze critically its effects upon children, teachers, and the community.
3. When non-school educational agencies are available for use cooperatively by the college. Learning to understand and help educate children and youth means seeing them in a variety of situations, recognizing the place of the school in the community, and understanding its role in relation to other educational agencies. Direct contact with a range of community agencies and situations helps to develop the understandings necessary for the modern teacher. Initiative for the supervision of the student's work in these agencies should be taken by the college representatives. The staffs of the agencies can make a direct contribution to the student's thinking but should not be

expected to have the same qualifications for the guidance of professional laboratory experiences as the teachers named in items 1 and 2 foregoing.

4. When the extent of facilities is such that (a) each student has contacts with varied types of school and community situations, (b) a student can continue in a situation for a period of time that the experience has learning value for him, and (c) his experiences in the situations are consistent with those inherent in the given setting. This means, for example, that class groups should not be divided to accommodate a given or growing number of college students, nor should the length of laboratory contacts be conditioned by the number of students. Rather, as college enrollments increase, steps should be taken to extend laboratory facilities.
5. When each laboratory teacher qualifies as a child specialist, a competent teacher of children, and one skillful in guiding another in the art of teaching through direct participating in teaching-learning situations. It is not enough that the laboratory teacher who is responsible for guiding the experiences of the college student be a teacher highly qualified to work with children. He should be equally competent in his understanding of the college student and in his ability to guide the student in working with children.
6. When the contribution of college instructors and laboratory school teachers is recognized as differing in type rather than in quality or extent. If the college program and laboratory activities are to be coordinated as closely as they should be, responsibility for developing the curriculum of the college-controlled laboratory schools should be shared by the entire college staff, and planning of the unique function of laboratory experiences in the college program should be done

jointly by the college and laboratory school teachers. The laboratory school teacher who carries major responsibility for guiding the student should be a recognized member of the college faculty. There should be no differences in remuneration, rank, or faculty privileges to cause status barriers to arise.

7. When the instructional load of all staff members (laboratory teachers and teachers of college classes) is adjusted to provide for the inclusion of activities with students in laboratory situations. Not only should the load of each staff member be adjusted to make it possible to include professional laboratory activities, but those activities should be considered a regular part of the teaching load. To view the teaching load in terms of number of classes or clock hours of class instruction does not coincide with the basic point of view of this report.
8. The laboratory school library should serve three main purposes:
  - a. It should be a demonstration library for the laboratory school and an important part of the educational experiences of the children.
  - b. It should help student teachers to learn how to use public school libraries and community libraries effectively both as a teaching tool and as a means of continuing their own education.
  - c. It should serve as a laboratory and practice center for the preparation of teacher-librarians in those institutions in which these are prepared.

If the laboratory school facilities of the

college are located in a separate building or in separate buildings a library unit should be provided in each building or in each closely-located group of buildings. This need is sometimes met, although less adequately, by providing a reading room and other facilities for the laboratory school children in the main library.

Provisions should be made in the laboratory school library for such facilities as reading tables and chairs of appropriate height for all the students who will use it, and for a small adjacent room in which student-teachers can work on the preparation of teaching units and have ready access to the children's books and materials that are kept in that library.

Librarians, experienced in the field of public school library service, should have general responsibility for the special library units in the laboratory schools and should be able to demonstrate the services of a school library with children of various ages and also supervise the work of prospective school librarians, and classroom teachers in the use of the school library.

The foregoing standard is described in terms of six major aspects, all parts of an integral whole. As the art of teaching is a mosaic made up of many parts, so the various aspects of professional laboratory experiences are an integral part of the total program of teacher education. Each has a part to play and that part must be seen in the light of the total design of the curriculum of the teachers college.

## VII. Library

The library of a college for teacher education should facilitate the instructional, research, and public-service programs of the college. Obviously, there is no set of exact



standards that would be equally desirable for all such libraries. Library facilities must be adjusted to the specific purposes and services of the institution and so will vary quantitatively and qualitatively as the purposes vary. No satisfactory appraisal can be made of the library's effectiveness until the purposes of the institution have been clearly formulated and accepted. Some of the purposes of a college for teacher education will naturally be specifically professional and would not be found in the general college nor in schools for other professions.<sup>1</sup>

One of the very important special services that a college for teacher education library should maintain is a separate laboratory school library.<sup>2</sup>

### The Housing of the Library

The principal item under this heading which is distinctly professional concerns the provision of an adequate library for the laboratory schools.

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<sup>1</sup>Any quantitative statements about the library of a college for teacher education may be supplemented and illustrated by the quantitative data from the "Special Report on the Organization and Administration of Teachers College Libraries" by the Committee of which President R. W. Fairchild was chairman and which was published in the Twenty-second Yearbook of the AATC, pages 57-104. These data should not be accepted as standards, but rather as indications of the practices prevailing in 1941-42. This report may provide some rough bases for estimates but due allowance must be made for wide-spread changes since the data were collected.

<sup>2</sup>A guide for the analysis of special services of the library's program and helpful suggestions for standards are contained in "Tomorrow's Libraries for Teachers Colleges" by Carter Alexander.

### The Book, Periodical, and Audio-Visual Collections and Their Use

Special attention should be given to the adequacy of the book and periodical collections in such fields as psychology, philosophy, education, textbook collections and appropriate materials in all categories for the laboratory school library units. Prospective teachers will need to use and study more audio-visual material than will students in other colleges. Use of these materials by instructors will also be heavier.

Libraries of colleges for teacher education should have adequate and up-to-date collections of textbooks for the public school grades for which teachers are being prepared and collections of other instructional materials used in those grades.

### The Staff

The chief librarian or someone responsible for the direction of the professional library should preferably have additional professional preparation and experience in the field of public school education. The staff should include one or more librarians experienced in the field.

### The Library Budget

Budgetary provision should be made for laboratory school libraries and for audio-visual equipment and collections. This is especially important in cases where the support for part of the program is shared by local school authorities.

### The Library Program of Services

The range of services for all college libraries is rapidly increasing so that they are now expected to acquire, house, display, and



provide expert guidance in the use of books, periodicals, and audio-visual materials such as slides and stereographs, microfilms, motion picture films, film strips, exhibits, musical scores, manuscripts, photostats, textiles, maps, recordings, and posters. Expanding college programs will add to this list. Several of these collections will be of greater concern in a college for teacher education than in a general college and so should be checked against the curricula of the college and of the laboratory schools.

The total program of services of the library in a college for teacher education should be checked to see that all of the students who are potential teachers experience those library services and develop attitudes toward the library and habits of using it which will make them intelligent and habitual users of library resources and enable them as teachers to guide children in the use of such resources.

#### VIII. Financial Support

Note: This Standard is so largely cared for by regional accrediting that no evaluation schedule was prepared for it although it may, under some circumstances, have to be considered in connection with aspects of the professional program.

The financial support of a college for teacher education should be adequate for and suited to the educational purposes implied in its program.

The AACTE requires that institutions applying for membership submit evidence that sufficient funds are available to meet the standards of the Association with particular attention to: providing adequate student teaching and other field experiences for all students, affording opportunities for observation and demonstration of educational practices with children and youth, and participation in clinical work.

## IX.<sup>1</sup> Appointment, Academic Freedom and Tenure

Note: This Standard is so largely cared for by regional accrediting that no evaluation schedule was prepared for it although it may, under some circumstances, have to be considered in connection with aspects of the professional program.

The policies incorporated in this standard are endorsed by the American Association of Colleges for Teacher Education, the Association of American Colleges, the American Library Association, the Association of American Law Schools, and the American Political Science Association.

### A. Appointment

The appointment of administrative officers and of faculty members and the determination of educational policies should be governed by professional considerations. Political factors should not be permitted to interfere with the efficiency of an institution. The spirit of these principles should also be demonstrated in the internal administration of the college for the development and maintenance of the best type of faculty service and of student growth.

It is presumed that administrative officers and faculty members will be appointed on merit rather than for political or other nonprofessional consideration.

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<sup>1</sup>The American Association of Colleges for Teacher Education wishes to acknowledge its indebtedness to the American Association of University Professors for the Basis of this standard which lies in the effective work of the latter organization in this field over a period of years.

## B. Academic Freedom and Tenure

### Statement of Principles

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to assure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher<sup>2</sup> or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

Tenure is a means to certain ends; specifically, (1) freedom of teaching and research and of extra-mural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence tenure, are indispensable to the success of an institution in fulfilling obligations to its students and to society.

### Academic Freedom

(a) The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

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<sup>2</sup>The word "teacher" as used in this document is understood to include the investigator who is attached to an academic institution without teaching duties.

(b) The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

(c) The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence, he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others and should make every effort to indicate that he is not an institutional spokesman.

#### Academic Tenure

(a) After the expiration of a probationary period teachers or investigators should have permanent or continuous tenure, and their services should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies.

In the interpretation of this principle it is understood that the following represents acceptable academic practice:

(1) The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.

(2) Beginning with appointment to the rank of full-time instructor or a higher rank, the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution it may be agreed in writing that this new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years. Notice should be given at least one year prior to the expiration of the probationary period, if the teacher is not to be continued in service after the expiration of that period, except that in the case of the first one-year contract a notice of at least three months should be regarded as sufficient.

(3) During the probationary period a teacher should have the academic freedom that all other members of the faculty have.

(4) Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges against him and should have the opportunity to be heard in his own defense by all bodies that pass judgment upon his case. He should be permitted to have with him an advisor of his own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence the testimony should include that of teachers and other scholars, either from his own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their

salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.

(5) Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.

### Part Three. Standards for Advanced Professional Programs\*

#### Section I. General Statement.

- A. A member institution of the American Association of Colleges for Teacher Education that is now offering or plans to offer programs leading to advanced degrees shall designate the fields and the degree programs involved and present such additional reports as may be called for. Recognition of advanced professional work in an institution will be given in terms of its stated objectives and resources.
- B. An institution will be considered for visitation and study by the AACTE to determine its qualifications for conducting advanced professional work if its relative institutional standing, compared with the total AACTE membership, indicates that it has the total resources to offer its present or proposed programs. The following factors may be assumed to be significant, subject to adjustment after further study:
  - 1. Faculty preparation
  - 2. Faculty teaching load
  - 3. Faculty-student ratio
  - 4. Library and other teaching aids resources
  - 5. Library, clinical, and field service

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\*Tentatively adopted at the Business Session in Atlantic City February 16, 1951 and tabled for a year's consideration.

- facilities
6. Student per capita instructional costs.

## Section II. General Over-all Reports.

- A. A statement of legal and institutional authority for offering advanced work should be filed.
- B. Cooperative programs among institutions that will serve better the professional needs of their state or region are encouraged. Copies of such agreements and programs should be presented.
- C. An institution should offer advanced work only after it is assured that such offerings are consonant with its objectives; that there is an effective and continuing demand for such on the part of its clientele; that its undergraduate work is of superior quality; and that its resources are fully adequate for advanced work without general diminution in the quality of its undergraduate programs. Institutions will state the purposes of the specific advanced fields and degree programs or parts of cooperative programs they present for approval in harmony with the proved sustained needs of the profession and the resources of the institution.

## Section III. Standards and Policies.

Information may be requested to show that the institution's practices are in agreement with such illustrative standards or policies as:

- A. Admission. Students admitted to advanced professional programs shall be graduates of colleges accredited by the AACTE or equivalent and have professional qualifications similar to those required in "high standard states" for a regular teacher's certificate, or fulfill such



requirements integrated with their advanced degree work, involving a correspondingly lengthened program.

- B. Admission to specific programs. While the programs for advanced professional degrees will frequently include work in general, cultural, personal, and professional background development, they usually will be aimed more at improving competence in professional fields. Deficiencies in the student's preparation and experience in his field of interest should be removed by work on the undergraduate level or through an extended program for his advanced professional degree.
- C. Instruction. The instructional offerings should be geared to the relatively more mature thinking and experience of the graduate student. The specific work any individual student undertakes should be in harmony with his current needs and future objectives as well as those of the profession.
- D. Instructional evaluation and selective retention of students. Meaningful, functional, and thorough evaluation of the student's accomplishment in each course or each phase of his work should be obtained. Students should be judged on their growth in professional knowledge and competency; ability to plan and work cooperatively and effectively with others; ability to do independent and constructive thinking; ability to find, organize, and evaluate evidence; ability to judge his own growth with some objectivity; and ability to formulate and defend conclusions.
- E. Acceptance for Candidacy and Approval of Program of Study. Formal evaluation of each student's progress should be made in the early phase of his program before he is accepted as a candidate for the master's degree and his proposed program of work approved.



- F. Degree Requirements. Successful completion of an approved program of advanced work covering the equivalent of one full year shall be the minimum requirement for any master's degree.
- G. Off-Campus In-service Teacher-Improvement Programs. Advanced professional education suggests many cooperative relationships with the professional field. In-service programs for public school personnel should be geared to the real emerging needs of local school systems. Since this work is still somewhat experimental and outside the more commonly thought of residence or campus instruction, institutions granting degree course credit for off-campus work should make certain that this is equal in quality to the regular campus instruction. If an institution allows credit for advanced degrees to be earned in off-campus work, a detailed description of its entire off-campus instructional offerings for the previous year should be presented with its annual report.
- H. Part-time and summer session student.
1. Some effective means should be employed for controlling the amount of work undertaken in any semester by part-time students with due regard to (a) the other obligations of the individual and (b) his level of ability. Five semester hours, or the equivalent, should be the normal maximum semester registration for fully employed part-time students.
  2. The amount and quality of credit earned by summer session students should be comparable to the standards of the academic year.

## APPENDIX C

### VALUE JUDGMENTS

The following value judgments are based upon data reflecting current practice and recommendations from institutions participating in this study. Each value judgment is prefaced by the statement of a question in order to clarify the exact meaning and application of the value judgment.

Will you be kind enough to check in the appropriate column whether or not you endorse the value judgment? Also, your comments concerning each one will be greatly appreciated.

VALUE JUDGMENT	Do you endorse the value judgment?		COMMENTS  If your answer is no, what would you endorse?
	Yes	No	
<p>1. What should be the <u>length</u> of the student teaching experience?</p> <p style="margin-left: 40px;">The student teaching experience should extend over a period of at least <u>nine</u> weeks, if performed on a full-time basis, and a minimum of <u>eighteen</u> weeks if planned on a half-day basis.</p>			

VALUE JUDGMENT	Yes	No	COMMENTS
<p>2. What should be the student load of the college supervisor of student teachers?</p> <p>The college supervisor's load should be adjusted so that he can devote a minimum of <u>two hours</u> each week to the supervision of each full-time student teacher.</p> <p>Assuming that college assignments are based on forty clock hours per week, a student assignment of sixteen student teachers would allow him eight hours per week to be devoted to the continuous college non-teaching responsibilities, such as travel, committee work, advisees, seminar, etc.</p>			
<p>3. What should be the <u>minimum</u> professional preparation and experience for a cooperating teacher?</p> <p>The professional preparation and experience for a cooperating teacher should be the <u>minimum</u> of a bachelor's degree, at least one preparatory course in the area of supervision of student teachers, and two to five years of successful teaching experience.</p>			

VALUE JUDGMENT	Yes	No	COMMENTS
<p>4. What should be the minimum professional preparation and experience for a campus laboratory school supervising teacher?</p> <p>The minimum professional preparation and experience for a campus laboratory school supervising teacher should be a master's degree, several college courses in supervision, and three to five years of successful teaching experience.</p>			
<p>5. How many student teachers should be assigned to a cooperating teacher during a quarter or a semester?</p> <p>Not more than one student teacher to a cooperating teacher at the elementary school level, and not more than two student teachers to a cooperating teacher at the secondary school level during a quarter or semester.</p> <p>If student teaching is performed on a half-day basis, exceptions may be made at the elementary school level to permit two student teachers during a day, but never more than one student teacher at the same time.</p>			

VALUE JUDGMENTS	Yes	No	COMMENTS
<p>6. How many quarters or semesters should a cooperating teacher supervise a student teacher during an academic year?</p> <p>Not more than <u>one</u> student teacher at the elementary school level should be assigned to a cooperating teacher for more than one quarter or semester during the academic year.</p> <p>Not more than <u>two</u> student teachers at the secondary school level should be assigned to a cooperating teacher for more than one quarter or semester during the academic year.</p>			
<p>7. Should time for conferences with student teachers and college supervisory personnel be arranged, during regular school hours, for the cooperating teacher?</p> <p>The teaching schedule for all cooperating teachers should be adjusted so as to permit at least three hours each week, during the scheduled school day, for group and individual conferences with student teachers and with college supervisory personnel.</p>			

VALUE JUDGMENT		Yes	No	COMMENTS								
<p>8. Should cooperating teachers receive compensation for the supervisory services they render?</p> <p>Since cooperating teachers provide a valuable service to the teacher education institutions, it seems reasonable and defensible that compensation or recognition of some type should be given.</p> <p>The following schedule is suggested:</p> <table><tr><th><u>Per Student Teacher</u></th><th><u>Teacher Status</u></th></tr><tr><td>\$20.00</td><td><u>Temporary status:</u> B. S. Degree, no special preparation for supervision.</td></tr><tr><td>\$30.00</td><td><u>Provisional status:</u> B. S. Degree, one course in supervision or a workshop.</td></tr><tr><td>\$50.00</td><td><u>Professional status:</u> M. A. Degree, three preparatory courses or workshops in supervision.</td></tr></table> <p>Tuition-free courses for graduate credit may be substituted for the monetary awards.</p>		<u>Per Student Teacher</u>	<u>Teacher Status</u>	\$20.00	<u>Temporary status:</u> B. S. Degree, no special preparation for supervision.	\$30.00	<u>Provisional status:</u> B. S. Degree, one course in supervision or a workshop.	\$50.00	<u>Professional status:</u> M. A. Degree, three preparatory courses or workshops in supervision.			
<u>Per Student Teacher</u>	<u>Teacher Status</u>											
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\$50.00	<u>Professional status:</u> M. A. Degree, three preparatory courses or workshops in supervision.											

VALUE JUDGMENTS	Yes	No	COMMENTS
<p>9. How many times each year should cooperating teachers be invited, by the teacher education institution, to attend meetings concerning the student teaching program?</p> <p>All cooperating teachers should be invited to attend and to participate in such meetings at least <u>one time each quarter</u> or <u>two times each semester</u>.</p>			
<p>10. Should student teachers be permitted to take classes on campus during the student teaching experience?</p> <p>Except under very extenuating circumstances, student teachers doing full-time student teaching should not take classes on campus.</p> <p>If student teaching is performed on a half-day basis, the student teacher should be allowed to register for not more than two classes on campus. These courses should be closely related to the student teaching experience.</p>			



VALUE JUDGMENT	Yes	No	COMMENT
<p>11. Should student teachers live in the community where the cooperating school is located?</p> <p>If housing and other conditions are favorable, student teachers should live in the community where student teaching is done.</p>			
<p>12. To what extent should student teachers participate in community activities during the student teaching experience?</p> <p>Student teachers should participate in community activities during student teaching, but these activities should be carefully selected for their contribution to a realization of the objectives of the total experience.</p>			



VALUE JUDGMENTS	Yes	No	COMMENTS
<p>13. What written records and reports should student teachers be required to keep or be familiar with during the student teaching experience?</p> <p>Student teachers should be required to prepare and become familiar with all the records and reports required of the cooperating teacher.</p> <p>For the student's own self-evaluation and growth, an up-to-date record, such as a diary or log, should be kept.</p> <p>Some observation reports should be made, particularly in the beginning stages of the student teaching experience.</p>			

VALUE JUDGMENT	Yes	No	COMMENTS
<p>14. Should secondary student teachers also be provided with instructional experiences on the junior high school level?</p> <p>Where the junior high school is located in close proximity to the senior high school, this experience should be provided.</p>			
<p>15. For how long a period should the student teacher be expected to assume the full responsibility of the cooperating teacher in the school before the completion of the student teaching experience?</p> <p>In order that the student might understand and test his ability to carry out the various responsibilities of the art of teaching, he should have the opportunity, under guidance, to assume the full responsibility of the cooperating teacher for a <u>minimum</u> of at least <u>five</u> days.</p>			

## APPENDIX D

## LIST OF JURORS

Dr. L. O. Andrews, Coordinator  
Student Field Experiences  
Ohio State University  
Columbus, Ohio

Dr. Howard T. Batchelder, Associate Dean  
School of Education  
Indiana University  
Bloomington, Indiana

Dr. Taft B. Botner, Director  
Student Teaching and Placement  
Western Carolina College  
Cullowhee, North Carolina

Dr. E. S. Christenbury  
Director of Student Teaching  
College of Education  
University of Tennessee  
Knoxville, Tennessee

Miss Jessie Mae Halsted  
Supervising Teacher  
University of Wyoming  
Laramie, Wyoming

Dr. Ben Horton  
Director of Student Teaching  
Appalachian State Teachers College  
Boone, North Carolina

Dr. Jane Ellen McAllister  
Professor of Education  
Jackson College  
Jackson, Mississippi

Dr. Allen D. Patterson  
Professor of Education  
State Teachers College  
Lock Haven, Pennsylvania

Dr. Helen Reed, Coordinator  
Secondary School Student Teaching  
University of Kentucky  
Lexington, Kentucky

Dr. Chiles Van Antwerp  
Peabody Demonstration School  
George Peabody College  
Nashville, Tennessee

Dr. Lutian R. Wootton  
School of Education  
University of Georgia  
Athens, Georgia