A GUIDE FOR THE USE OF SUPERVISING TEACHERS IN
ELEMENTARY SCHOOLS OF THE SACRAMENTO AREA

by

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A.B., Fresno State College, 1931

PROJECT

Submitted in partial satisfaction of
the requirements for the degree of

MASTER OF ARTS
AT THE
SACRAMENTO STATE COLLEGE

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Date June 2, 1938
ACKNOWLEDGMENTS

Many persons have contributed to the completion of this project. Among these have been college supervisors, supervising teachers, student teachers, and staff members at Sacramento State College.

Materials provided by Long Beach State College, San Diego State College, and Sacramento State College have been most helpful.

Special acknowledgment must be given to Dr. Charles F. Howard, Professor of Education at Sacramento State College, who has been most generous of his time and patience. The effort Dr. Edward Britton has expended on this project is also gratefully acknowledged.

Dorothy Gibbens Hansen
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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

I. INTRODUCTION

As the supervising teacher is the only person who can give the student teacher the daily opportunities for observation and practice in a normal teaching-learning situation, he has a very important part in the teacher education program. Since the supervising teacher is in a unique position to aid the student, he should assume many responsibilities toward him. One of the most important responsibilities of the supervising teacher is that of guidance. Through helpful interpretation of classroom activities and their effect upon the pupils, the supervising teacher is enabled to guide the student in his understanding and use of classroom techniques and procedures.

The present concept of preparation for student teaching has come about only after many years of struggle to introduce student teaching as a part of the teacher education program. This concept now involves practice by the student under supervision and daily contact with the supervising teacher. Through these experiences, the student is influenced by the philosophy and attitudes the supervising teacher demonstrates toward pupils, parents, staff, and administration.
II. THE PROBLEM

Statement of the problem. The purposes of this study were (1) to trace the development of the responsibilities of supervising teachers in laboratory schools towards student teachers in the United States, (2) to determine a consensus regarding the responsibilities and functions of off-campus supervising teachers, and (3) to develop a guide for the use of supervising teachers in elementary schools of the Sacramento State College area.

Significance of the study. Interest in this study was stimulated through the experiences of the writer in working with student teachers enrolled in the teacher preparation program at Sacramento State College. While the college was successful in guiding the training program at the student teaching level, there seemed to be instances where the supervising teacher could have profited by more information regarding his functions, responsibilities, and the procedures which he might use.

The results of the study should be of value to the supervising teacher who may need a more clearly defined statement of the supervising-teacher student-teacher relationship. It is probable that he will be able to work more effectively if he has a clear idea of his responsibilities to the student teacher, as well as of the appropriate guidance
procedures that might be used. The study should also prove of value to the college personnel who are providing for the needs of the supervising teacher in the teacher preparation program.

III. DEFINITION OF TERMS USED

Various terms used in this study need to be defined.

Supervising teacher, cooperating teacher, critic teacher. These terms are used interchangeably to designate the teacher in the laboratory or off-campus elementary school who assists the student teacher in the directed teaching program.

Student teacher, student. These terms are used interchangeably to refer to a college student who is teaching under the direction of a supervising teacher in a laboratory school or in an off-campus elementary school classroom.

College supervisor. This term is used to designate a member of a college faculty who is assigned to supervise a student placed in a cooperating school during the directed-teaching period.

Laboratory school. This term is used to refer to an on-campus school devoted to the demonstration and observation of teaching procedures.
Off-campus elementary school. This term is used to designate a cooperating elementary school which is being used by the college for the development of the student teacher in the directed-teaching program.

IV. PROCEDURES USED IN THE DEVELOPMENT OF THE PROJECT

This study was based on a review of authorities in the literature on the subject of teacher training in the United States since early colonial times, on the examination of guides prepared by other colleges for student teachers,¹ and on current references by authorities in the field of elementary school supervision.² References by authorities in the field of student teaching were also used.³


³Harold P. Adams and Frank G. Dickey, Basic Principles
The list of items first selected for inclusion in the guide was then revised slightly as a result of returns from a questionnaire submitted by seventy-one supervising teachers, forty-five student teachers, and eight college supervisors of student teachers.

A criterion for the selection of items is the concept that whatever is included in the guide should conform to the competencies required of a supervising teacher in order that he may assist the student to become self-directive as the student develops his own ability to teach in accordance with the objectives of education.

A further criterion used in selecting what should be included in the guidebook is based on the objectives of education as described in *A Framework For Public Education In California*, as it is assumed that it should be the supervising teacher's responsibility to give the student experiences that will enable him to become a competent teacher.

The California Framework Committee has listed the following understandings and activities as essential to a teacher:

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1. To understand the needs and interests of each individual in the group he teaches

2. To use intelligently all cumulative guidance records which throw light on the background, growth pattern, ability, educational achievement, and adjustment problems of individual pupils

3. To know and use the resources of the local community to provide vital firsthand experience

4. To provide a stimulating classroom environment, rich in experiences and materials designed to facilitate maximum interaction

5. To know the instructional materials available and use them in ways which take into account the principles of learning

6. To be constantly alert to new instructional materials and work with colleagues to evaluate and select the best material for use

7. To use wisely the services of guidance, curriculum, and supervisory personnel

8. To acquire ever-increasing professional skill and competence

9. To acquire the mastery of significant content

10. To use all available techniques for evaluating the outcomes of instruction in terms of the behavior of pupils.

V. ORGANIZATION OF THE PROJECT

The project consists of five chapters, the first four of which concern the history of the responsibilities of
supervising teachers in elementary schools in the United States since colonial times, the literature pertinent to the study, and the results of the questionnaire. The last chapter consists of a guide for the use of the supervising teachers in the elementary schools in the Sacramento State College area.

Chapter I concerns the problem and the definition of terms used in the project. Chapter II is a statement of the consensus of the responsibilities of supervising teachers in laboratory schools and a consensus of the responsibilities of supervising teachers in off-campus elementary schools, as stated in the literature on supervision by authorities in the field.

Chapter III contains the results of a questionnaire submitted to supervising teachers, student teachers, and college supervisors of student teachers at Sacramento State College concerning significant practices in the supervision of student teaching. The results of this questionnaire were used as a check on the validity of the items selected for the guide. Chapter IV contains a summary of the study.

Chapter V contains a guide for the use of the supervising teachers in the elementary schools of the Sacramento State College area.
CHAPTER II

HISTORY

I. CONSENSUS OF THE RESPONSIBILITIES OF SUPERVISING TEACHERS IN LABORATORY SCHOOLS

A survey of the literature regarding the history of the development of the responsibilities of supervising teachers in laboratory schools indicates that in the latter part of the period preceding the rise of the state normal school, private teacher training schools and academies gave a period of training of from three to four years to the student. This training did not include practice teaching as it is understood today. According to Napier, "No supervised practice teaching of children was offered."

Much of what is known and can be found in the literature is a story of the university laboratory school and the normal school training program. The early literature defended the idea of student teaching, but as an essential aspect of the preparation of teachers, student teaching was accepted only after many years of discussion. One writer, A. O. Bowden, who summarized the literature on the critic

1 Thomas Hewell Napier, Trends in the Curricula for Training Teachers (Contributions to Education No. 27, Tennessee: George Peabody College for Teachers, 1926), p. 43.
teacher, was unable to find any reports of a thorough job analysis of the critic teachers' duties. In a report made in 1927, he stated that only small beginnings had been made in working out such a scheme regarding the critic teacher.²

Observation in the model school. In considering the development of the responsibilities of supervising teachers in laboratory schools, references are found in the literature since the time of the establishment of the first normal school in 1839 at Lexington, Massachusetts. In the model school attached to the Massachusetts State Normal School, the teaching was not supervised in the ordinary sense of the term. The principal of the normal school visited the model school twice each day for general observations and directions. According to Napier:

After the class period, the principal commented on what he had seen by commending the good and pointing out weaknesses in the teaching or the manner of the teacher. Once or twice each term the principal took the whole normal school into the model school and taught a lesson for observation.³

Cyrus Peirce, who had a reputation as a successful teacher before he became the first principal of the Massachusetts State Normal School, stated that he hoped to


³Napier, op. cit., p. 52.
teach thoroughly the subjects offered and to teach the normal school students by his own example. Peirce believed that to teach by precept and example was enough, and Reisner states that:

The two journals covering the first year of the school reveal a continuous effort on the part of Mr. Peirce to give his pupils command of principles and to give them a concrete, richly illustrated understanding of processes. 4

Observation, demonstration, and practice at Oswego. An example of how the responsibilities of supervising teachers in laboratory schools included observation, demonstration, and practice is shown in Napier's reference to the program of the Normal Training School at Oswego, New York, in which he states that:

Few schools of the present come as near making the training school a laboratory for training teachers as did the Oswego school from the very start. Whatever other weakness it might have had, the provision for observation, demonstration, and practice was a tower of strength. 5

The lesson plan. The development of the concept of preparing a lesson plan was carefully outlined at the Normal Training School at Oswego. In a discussion of the way in which the lesson plan was prepared, Napier states:

In the instruction the teacher illustrated every point


5Napier, op. cit., p. 67.
by a lesson with children. The pupil-teachers were then called upon to prepare a written sketch, or plan of a similar lesson to be presented to the teacher on the following day, when some member of the class was asked to work out her plan with a group of children in the presence of the teacher and the other members of the class.6

Reports or evaluations. An example of the kinds of reports or evaluations made by supervising teachers further illustrates a responsibility assumed by them at the State Normal School at Worcester, Massachusetts, which was organized as a city training school on the Oswego plan and became a state institution in 1874. The apprenticeship here consisted of observation and practice teaching and, in reference to the reports made by supervising teachers, Napier states:

The teacher of each school made out a report for the apprentice at the end of her period of service. The following items were marked on a scale of 10, "Number of absences, Number of tardinesses, Power of control, Power of interesting, Skill in questioning, Skill in explaining and illustrating, Enthusiasm, Bearing." . . . In addition to these reports each teacher gave further information about apprentices under the head of general explanations and remarks.7

By 1944 a change had taken place in the method of reporting or evaluating the work of the student teacher. In referring to the elementary school, Cooper explains that standard report forms were used in many institutions and filled out by the critic teacher, the supervisor, and the

6Ibid., p. 70.

7Ibid., p. 71.
student. According to Cooper these reports are not ends in themselves but became springboards for specific discussions between the student teacher and supervisor.  

In a description of campus laboratory schools, Cooper states that at Wittenberg, Ohio, one of the Springfield elementary schools is located on the campus but all teachers are full-time supervisors. In discussing the way in which supervising responsibilities were conducted, he states:

The supervision of student teaching requires unusual skill because it is necessary to give the neophyte frequent criticism and counsel while at the same time helping him to develop the necessary confidence and independence to stand on his own feet. . . . The supervision is usually done by a college education professor, assisted by the local critic teacher and sometimes by the local principal.

The history of the laboratory school indicates that the early idea of training students by precept and example gradually changed to that of procedures involving demonstrations, observations, and lesson planning. Conferences were beginning to be held between the student and the supervising teacher for the purpose of discussing evaluative reports based on the student's accomplishments. These procedures were gradually improved and further developed in the

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9Ibid., p. 133.
off-campus training program, where the supervising teacher in
the classroom assumed additional responsibilities in guiding
the student to evaluate his own procedures and in encouraging
the student to develop professional attitudes toward
teaching.

II. CONSENSUS OF THE RESPONSIBILITIES OF SUPERVISING
TEACHERS IN OFF-CAMPUS ELEMENTARY SCHOOLS

A survey of the literature regarding the history of
the development of the responsibilities of supervising teach­
ers in off-campus elementary schools reveals that there is
very little information available on this subject. Among the
writers who searched the literature on the subject of super­
vision of student teachers was O. G. Brim of Ohio State Uni­
versity, Columbus, Ohio. A survey made by Brim on most of
the articles written on the supervision of student teaching
for three years prior to 1932 led to the conclusion that
there were few articles bearing on this question, that these
articles were inadequate, and that the sum total of the con­
tributions was not in keeping with the importance of the
topic. Brim came to the conclusion that, judging by the
literature and such data as were available, the theory and
practice of supervision of teaching in the public schools
were more progressive than those found in teacher-training
institutions. He also stated that:
Close supervision--attention to detail, trouble fixing, patching up the weak spots, figuratively speaking, pushing a little here, pulling there, working the crude product into a little better form, into appearance a little more polished, has characterized much of our supervision of student teaching.  

Later research indicates that, while information is available on some of the responsibilities of the supervising teacher, there is no logical organization of this material. A survey of current educational literature regarding the responsibilities and functions of off-campus supervising teachers was made by J. E. Sands, who is director of student teaching at Arkansas State Teachers College. This eighteen-month study was projected for the purpose of ascertaining practices and facilities existing in programs of off-campus student teaching throughout the nation. He stated that "an examination of the literature revealed no coherent body of knowledge regarding off-campus student teaching."  

The story of off-campus laboratory schools developed logically after 1920, and more information regarding the responsibilities of supervising teachers is found in the literature. During the decade 1920-1930, demonstration lessons and group observations were used by the supervising teacher


to illustrate specific educational practices that were to be copied and used by the student teacher. The training program of Illinois State Normal University, Normal, Illinois, illustrates the application of these techniques. The plan of teacher training, as it developed in laboratory participation in the training school and in public schools, was carried on for about ten years in connection with a sequence of courses in elementary education at the State Teachers College at Oshkosh, Wisconsin. According to Smith, a class of students under the direction of an instructor devoted itself to group observation of the work being done by some critic teacher. The lesson was later discussed by the class, its psychological implications determined, and the learnings involved made the basis for further study.\textsuperscript{12}

Conferences following demonstrations and observations. It was also the responsibility of the critic teacher during this period to hold conferences with the student teacher after the demonstration lesson and group observation, to clarify any misconceptions and to point out useful techniques; it was through these conferences that the critic teacher was able to guide the thinking of the student teacher to consider the application of educational principles in the classroom.

It was the critic teacher's further responsibility to guide the student teacher during conferences accompanying her work in order to aid the student to recognize and to meet fairly her own weaknesses, to overcome her faults, and to help her recognize her growing ability.  

Conferences concerning lesson plans and guidance in classroom control. As the second quarter of the twentieth century began, the guidance of student teachers was accomplished by means of careful supervision, by both the college supervisor and the cooperating teacher. This supervision emphasized techniques that were thought to be useful in the development of the student teacher, and one of the more important of these was care in supervision of lesson plans. The student's lesson plans had to be written and approved before lessons were taught. Conferences also were held between the student and the rural training school critic. These conferences evolved into a method whereby the student teacher was given guidance in developing his ability to teach, and in improving his attitudes toward teaching as a profession. In these conferences the critic teacher would draw attention to cases of "discipline" arising in the classroom and would give remedial measures to be used in each particular case to aid the child in improving his behavior pattern. Guidance at

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Ibid., p. 61.
this time directed much attention to discipline as such and to methods of handling problem children. This aspect of guidance changed in the years ahead, becoming a more constructive approach in analyzing the problems a child might have. Attempts were made to solve these problems in the light of educational principles.

The conference procedure used as a means of guidance. The conference was the focal point of educational philosophy, and, through the 1930's, the training teacher continued to have faith in the conference procedure as a means of providing an opportunity for individual guidance. The relationship between the student and the training teacher, who acted in the role of counselor through both individual and group conferences, was less formal and more social in accord with the modern educational trend. The conferences provided means whereby the student teacher in his first teaching experience received the guidance, inspiration, and warning of the training teacher. It also provided an opportunity for the training teacher to lead the student teacher intelligently through observation, participation, and practice, and to adjust the instruction to the student's adaptability and speed of learning. There was agreement among authorities that the conference was one of the best means of overcoming weaknesses discovered and of identifying specific problems.

By the end of the 1930's, there was agreement among
educators that the supervising teacher should be well trained in educational theory and should be highly skilled in the art of teaching. It was the supervising teacher's responsibility to be able to demonstrate the best methods of instruction, to be able to guide students in the steps which lead to successful teaching, and to be capable of interpreting the fundamental principles of the modern curriculum. Emphasis was now being put on the importance of the individual and upon the role the student must play in student teaching, with stress on his knowledge of subject matter, methods, and theory. A further responsibility of the supervising teacher was to develop in the student teacher a sincere belief that each of his pupils was genuinely important as an individual and as a distinct personality. Another of the more important aspects of the relationship between the supervising teacher and the student teacher was their attitude toward each other. The supervising teacher, according to Campbell, "has the responsibility for friendly relations between herself and the student teacher."  

**Appraisal and reports.** Other responsibilities of the supervising teacher were the offering of constructive criticism, the checking of daily plans, the holding of many

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conferences with the student, and evaluating with the student the lesson just finished. The supervising teacher also had the responsibility of appraising the work of the student teacher and of giving consideration in this appraisal not only to the student but also to his future employer. This appraisal of the student by the supervising teacher included his report to the college regarding the work of the student. One of the responsibilities of the supervising teacher in the public schools of Jackson, Mississippi, as described by Bolmeir, is the reporting by classroom teachers who supervise the student teachers. He states that, "It is by means of the periodic reports that college officials are informed of the activities carried on by the student teachers and of the effectiveness of their work."\textsuperscript{15}

The appraisal of the student teacher's work was based on the opinion of the supervising teacher and was reported directly by him to the college. It was late in the 1930's before the student teacher began to participate in evaluations of his own work.

\textbf{Evaluation and guidance.} At the beginning of the 1940's a change was taking place in the interpretation of the term "critic teacher." Before this time, the term implied

the function of criticism on the part of the training teacher. Since he was now accepting as his major responsibility the guidance of the student teacher, his new function was becoming one of cooperative evaluation and guidance. The supervising teacher now was planning the work with his student and was guiding him in terms of goals toward which the student showed potentialities. Consideration of the ability of the student, the children in the class, and the philosophy of the supervising teacher determined the plan to be followed by the student teacher. It was during the conference period between the supervising teacher and the student teacher that they worked cooperatively in setting up goals to be developed in teaching, and that they decided upon techniques and procedures for attaining these goals. Numerous studies attest to the fact that students were inclined to accept the practices of their training teachers whether they were right or wrong.

During this period there was a growing interest in the improvement of student teaching, as evidenced by the increasing amount of literature on the subject. Since publication of the National Survey of the Education of Teachers in 1934-35, many articles have been written on administration and supervision of student teaching. Earlier in the century the responsibilities of the training teacher centered around classroom routines and techniques of teaching. Now change
was evident in that the base of responsibility on the part of the training teacher was becoming broader. There was now concern for individual pupils as well as for the student teacher himself; there was a recognition of the need to orient the student teacher to his school environment, as well as recognition of his need to participate in many school and community activities. Greater emphasis was now developing in the holding of individual conferences and in cooperatively evaluating the student's work. By 1946 the use of the term "cooperating teacher" was appearing in the literature, and it was in this year that the Commission on Teacher Education reported a growing change in the function of supervision from that of telling the student teacher how to teach, to that of guiding the growth of prospective teachers in such a manner as to develop the individual strengths and abilities of each student. 16

Permissive attitude of supervising teacher. The spirit of the supervising teacher was exemplified by another change which came about at this time. This change was the development of a more permissive attitude toward the student teacher in allowing him to use his own procedures in the classroom as long as these procedures were sound. The plan

of the supervising teacher followed the newer trends of educational psychology and philosophy in giving consideration to the development of personality on the part of the student teacher and used democratic processes to improve relationships with the student teacher.

During the Association for Student Teaching's study, Glennon sent out a questionnaire in which the term "cooperative guidance of students in off-campus experiences" was limited to practices in off-campus student teaching. The study revealed that a very high percentage of the college supervisors worked closely with the cooperating teachers and visited classrooms regularly. Almost half of them discuss problems together with the cooperating teachers and students. Through a questionnaire technique Glennon determined the following points:

An equally high percentage of cooperating teachers do a good job in working with their student teachers in the following areas:

a. Helping students plan lessons
b. Observing student while he teaches
c. Having student observe cooperating teacher while he is teaching
d. Helping student develop sympathetic understanding of pupils

A smaller percentage of them give the following help:

a. Helping students understand deviate behavior
b. Helping students plan for the slow learner
c. Helping students provide for slow learner
d. Helping students understand procedures for recording growth
e. Helping students plan for individual differences.\footnote{The Association for Student Teaching 30th Yearbook, \textit{Off-Campus Student Teaching} (State Teachers College, Pennsylvania: The Association For Student Teaching, 1951), p. 148.}

It was also found in the study made by Glennon that a very high percentage of the cooperating teachers hold daily or weekly conferences with individual student teachers.\footnote{Ibid.}

In a questionnaire compiled by the Flowers' Committee of the National Association of Colleges for Teacher Education and submitted to nine teachers colleges, eight colleges of the liberal arts, and seven universities which were located in sixteen states, it is indicated that the class of 1950 was enthusiastic about student teaching in an off-campus school. The Flowers' Report suggests that the cooperating teacher bears the major responsibility for guiding student teaching and that "the student himself should participate in the guidance of his own achievements."\footnote{Ibid., p. 87.}

Guidance of the student teacher, through evaluating with him his own work, has become a major responsibility of the supervising teacher.
CHAPTER III

THE FINDINGS FROM QUESTIONNAIRES ANSWERED BY
SUPERVISING TEACHERS, COLLEGE SUPERVISORS,
AND STUDENT TEACHERS

Findings from questionnaires answered by supervising teachers. Questionnaires were given to seventy-one supervising teachers at Sacramento State College for the purpose of having them evaluate the list of activities suggested by authorities in supervision as being helpful to new teachers. The results of the questionnaire, as shown by Table I, indicate that 46 per cent of supervising teachers considered general pre-planning by the supervising teacher as helpful but not of first importance, while 41 per cent considered general pre-planning helpful. About 55 per cent of supervising teachers indicated that early conferences with the college supervisor to plan for student teaching were of first importance, while 35 per cent indicated they were helpful. In regard to conferences with the college supervisor and the student together, prior to student teaching, 37 per cent of the supervising teachers indicated they were of first importance, while 46 per cent indicated they were helpful. It was indicated by 69 per cent of supervising teachers that a review of available information regarding the student was helpful, but not of first importance. It was considered by 21 per
TABLE I

SUPERVISORY ACTIVITIES OF THE SUPERVISING TEACHER AS EVALUATED BY SEVENTY-ONE SUPERVISING TEACHERS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Of first importance</th>
<th>Helpful but not of first importance</th>
<th>Of little importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>cent</td>
<td>No.</td>
</tr>
<tr>
<td>I. General pre-planning by the supervising teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Early conferences with the college supervisor to plan for student teaching</td>
<td>37</td>
<td>55</td>
<td>23</td>
</tr>
<tr>
<td>B. Conferences with the college supervisor and the student, together, prior to student teaching</td>
<td>25</td>
<td>37</td>
<td>32</td>
</tr>
<tr>
<td>C. Review of available information regarding the student</td>
<td>15</td>
<td>21</td>
<td>47</td>
</tr>
<tr>
<td>D. Preparing a plan for handling routine procedures by the student</td>
<td>36</td>
<td>51</td>
<td>32</td>
</tr>
<tr>
<td>E. Preparing a plan to help the student learn about the school environment</td>
<td>27</td>
<td>40</td>
<td>22</td>
</tr>
<tr>
<td>F. Preparing a plan to welcome the student to the class</td>
<td>30</td>
<td>44</td>
<td>32</td>
</tr>
</tbody>
</table>
### TABLE I (continued)

**SUPERVISORY ACTIVITIES OF THE SUPERVISING TEACHER AS EVALUATED BY SEVENTY-ONE SUPERVISING TEACHERS**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Of first importance</th>
<th>Helpful but not of first importance</th>
<th>Of little importance</th>
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<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per cent</td>
<td>No.</td>
</tr>
<tr>
<td><strong>II. Helping the student become acquainted with</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the class, the school, and the community</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Assisting the student to become acquainted with the class</td>
<td>58</td>
<td>83</td>
<td>12</td>
</tr>
<tr>
<td>B. Assisting the student to become acquainted with the school</td>
<td>45</td>
<td>68</td>
<td>21</td>
</tr>
<tr>
<td>C. Assisting the student to become acquainted with the community</td>
<td>17</td>
<td>30</td>
<td>36</td>
</tr>
<tr>
<td><strong>III. Helping the student become acquainted with</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>instructional materials and guides, etc.</td>
<td>50</td>
<td>89</td>
<td>7</td>
</tr>
<tr>
<td><strong>IV. Helping the student through demonstrations by the supervising</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Planning the demonstration with the student</td>
<td>44</td>
<td>61</td>
<td>27</td>
</tr>
<tr>
<td>B. Following up the demonstration with a conference with the student</td>
<td>54</td>
<td>84</td>
<td>10</td>
</tr>
</tbody>
</table>
TABLE I (continued)

SUPERVISORY ACTIVITIES OF THE SUPERVISING TEACHER AS EVALUATED BY SEVENTY-ONE SUPERVISING TEACHERS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Of first importance</th>
<th>Helpful but not of first importance</th>
<th>Of little importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Per cent No.</td>
<td>Per cent No.</td>
<td>Per cent No.</td>
</tr>
</tbody>
</table>

V. Helping the student through observations of the student's teaching
   A. Conferences before the teaching 60 87 9 13 - -
   B. Conferences after the teaching 67 97 2 3 - -

VI. Helping the student to develop desirable class control
   A. Assisting the student in determining the causes of the behavior problem 65 93 5 7 - -
   B. Assisting the student in learning techniques of good group control 66 96 3 4 - -

VII. Evaluating student progress
   A. Assisting the student to evaluate his own progress 63 90 7 10 - -
   B. Recording the student's progress 30 45 33 49 4 6
### TABLE I (continued)

**SUPERVISORY ACTIVITIES OF THE SUPERVISING TEACHER AS EVALUATED BY SEVENTY-ONE SUPERVISING TEACHERS**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Helpful but</th>
<th>Of little</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Of first</td>
<td>not of first</td>
</tr>
<tr>
<td></td>
<td>Per</td>
<td>Per</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>No.</td>
</tr>
<tr>
<td>C. Subjective evaluation of the student's progress in attitude toward teaching, effectiveness with children, and in his personal and social adjustment</td>
<td>49</td>
<td>72</td>
</tr>
</tbody>
</table>
cent of the supervising teachers that this review of information was of first importance. In preparing a plan for the handling of routine procedures, 51 per cent of the teachers indicated that this was of first importance. Forty-six per cent of the teachers indicated that this was helpful. Preparing a plan to help the student learn about the school environment was believed by 33 per cent of the supervising teachers to be helpful, but not of first importance. It was indicated by 44 per cent of supervising teachers that preparing a plan to welcome the student to the class was of first importance, while 46 per cent indicated this was helpful but not of first importance.

Supervising teachers indicated by 68 per cent that helping the student to become acquainted with the school was of first importance, while 32 per cent indicated this was helpful. About 64 per cent of the teachers indicated that assisting the student to become acquainted with the community was helpful but not of first importance, while 30 per cent indicated it was of first importance. Planning demonstrations with students was considered to be of first importance by 61 per cent of teachers, while 38 per cent of them found this helpful. Observations with conferences held before the teaching were considered by 87 per cent of teachers to be of first importance, while 13 per cent indicated these to be helpful. Most of the supervising teachers, 97 per cent,
indicated that conferences after teaching were of first importance.

Supervising teachers indicated that helping the student develop desirable class control was of importance. It was indicated by 93 per cent of supervising teachers that students should be assisted in determining the causes of behavior problems, and 96 per cent indicated that assisting the student in learning techniques of good group control was of first importance.

In evaluating student progress, supervising teachers indicated that assisting the student to evaluate his own progress was of first importance. They were almost equally divided on the relative importance of recording student progress, about 45 per cent indicating recording of progress as of first importance and 49 per cent stating it was helpful but not of first importance. Supervising teachers, by 72 per cent, indicated that a subjective evaluation of the student's progress in attitude toward teaching, effectiveness with children, and his personal and social adjustment was of first importance, with 25 per cent indicating it would be helpful.

In answer to the request that supervising teachers list other supervisory activities felt to be of first importance, the following suggestions were made:

1. Sometime prior to the teaching, both student teacher and supervising teacher should be informed by the college
supervisor as to the minimum expectations required of both student and supervising teacher.

2. Supervision in planning and evaluating lessons is of primary importance.

3. The student teachers should be encouraged to try teaching what they want to teach, and how they want to teach.

4. After the student teacher is established, the supervising teacher should see that he has the opportunity to try out his own ideas. These should be preceded by discussions.

5. The supervising teacher and the student teacher should have yard duty together to accustom the student in the handling and supervision of children when engaged in free play.

6. The supervising teacher should discuss the register, and also all legal rights and responsibilities of teachers with the student teacher.

7. Different approaches should be discussed by the supervising teacher regarding various techniques that may be used in teaching a lesson.

8. The supervising teacher should encourage the student to assist in clerical duties such as roll call and monitors.

9. The student should be encouraged to keep anecdotal records to aid in understanding children.

10. The supervising teacher should assist the student to
learn how teaching fits into a personal life.

11. The supervising teacher should encourage the student to keep the following materials:
   a. A file of ideas regarding useful classroom techniques.
   b. A file of materials used from time to time, such as seasonal and holiday materials.
   c. A file or binder for office notices which must be taken care of on specific dates.
   d. A music lesson program and the periods each child will be out of class.
   e. A notebook to be used for lessons that have been observed and criticised. These lessons should be dated, with criticisms listed and helpful suggestions noted to help the student in these or like situations. Also, notes on procedures may be jotted down.

12. The student should be assisted in working with the faculty and administration on school problems.

13. The supervising teacher should acquaint the student with professional responsibilities.

14. The supervising teacher should help the student in pacing his lessons—that is, when to go faster, when to go slower, and when to change activities.

As a very large percentage of the supervising teachers
stated that the items selected were of either first or second importance, and as very few other items were added that had not already been included, it was concluded that the selection of items for the guide did not depart from those the supervising teachers thought helpful in practice.

Findings from questionnaires answered by college supervisors. In the questionnaire given to the college supervisors, information was obtained as to the importance of items listed, as shown on Table II. In general pre-planning by the supervising teacher, the college supervisors indicated that early conferences to plan for the student teacher were of first importance by 63 per cent. Conferences with the college supervisor and the student together, prior to student teaching, review of available information regarding the student, and preparing a plan for handling routine procedures by the student, were considered to be helpful but not of first importance by the college supervisors. Preparing a plan to help the student learn about the school environment was considered to be of first importance by 63 per cent of college supervisors, and preparing a plan to welcome the student to the class was considered to be of first importance by 71 per cent of the college supervisors.

Assisting the student to become acquainted with the class and the school was also considered of first importance by 75 per cent of the college supervisors. Helping the
### TABLE II

**SUPERVISORY ACTIVITIES OF THE SUPERVISING TEACHER**

**AS EVALUATED BY EIGHT COLLEGE SUPERVISORS**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Helpful but not of first importance</th>
<th>Of first importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Per No. cent</td>
<td>Per No. cent</td>
</tr>
<tr>
<td>I. General pre-planning by the supervising teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Early conferences with the college supervisor to plan for student teaching</td>
<td>5 63 3 37 - -</td>
<td></td>
</tr>
<tr>
<td>B. Conferences with the college supervisor and the student, together, prior to student teaching</td>
<td>1 14 5 72 1 14</td>
<td></td>
</tr>
<tr>
<td>C. Review of available information regarding the student</td>
<td>1 20 3 60 1 20</td>
<td></td>
</tr>
<tr>
<td>D. Preparing a plan for handling routine procedures by the student</td>
<td>4 50 4 50 - -</td>
<td></td>
</tr>
<tr>
<td>E. Preparing a plan to help the student learn about the school environment</td>
<td>5 63 2 25 1 12</td>
<td></td>
</tr>
<tr>
<td>F. Preparing a plan to welcome the student to the class</td>
<td>5 71 2 29 - -</td>
<td></td>
</tr>
</tbody>
</table>
TABLE II (continued)
SUPERVISORY ACTIVITIES OF THE SUPERVISING TEACHER
AS EVALUATED BY EIGHT COLLEGE SUPERVISORS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Of first importance</th>
<th>Helpful but not of first importance</th>
<th>Of little importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per cent</td>
<td>No.</td>
</tr>
<tr>
<td>II. Helping the student become acquainted with the class, the school, and the community</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Assisting the student to become acquainted with the class</td>
<td>6</td>
<td>.75</td>
<td>2</td>
</tr>
<tr>
<td>B. Assisting the student to become acquainted with the school</td>
<td>6</td>
<td>.75</td>
<td>2</td>
</tr>
<tr>
<td>C. Assisting the student to become acquainted with the community</td>
<td>6</td>
<td>.75</td>
<td>1</td>
</tr>
<tr>
<td>III. Helping the student become acquainted with instructional materials and guides, etc.</td>
<td>5</td>
<td>.72</td>
<td>1</td>
</tr>
<tr>
<td>IV. Helping the student through demonstrations by the supervising teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Planning the demonstration with the student</td>
<td>6</td>
<td>.75</td>
<td>2</td>
</tr>
<tr>
<td>B. Following up the demonstration with a conference with the student</td>
<td>8</td>
<td>100</td>
<td>1</td>
</tr>
</tbody>
</table>
### TABLE II (continued)

**SUPERVISORY ACTIVITIES OF THE SUPERVISING TEACHER AS EVALUATED BY EIGHT COLLEGE SUPERVISORS**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Of first importance</th>
<th>Helpful but not of first importance</th>
<th>Of little importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>cent</td>
<td>No.</td>
</tr>
<tr>
<td>V. Helping the student through observations of the student's teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Conferences before the teaching</td>
<td>6</td>
<td>75</td>
<td>2</td>
</tr>
<tr>
<td>B. Conferences after the teaching</td>
<td>6</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>VI. Helping the student to develop desirable class control</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Assisting the student in determining the causes of the behavior problem</td>
<td>8</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>B. Assisting the student in learning techniques of good group control</td>
<td>8</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>VII. Evaluating student progress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Assisting the student to evaluate his own progress</td>
<td>6</td>
<td>75</td>
<td>2</td>
</tr>
<tr>
<td>B. Recording the student's progress</td>
<td>3</td>
<td>38</td>
<td>4</td>
</tr>
<tr>
<td>Activity</td>
<td>Of first importance</td>
<td>Helpful but not of first importance</td>
<td>Of little importance</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>-------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>C. Subjective evaluation of the student's progress in attitude toward teaching, effectiveness with children, and in his personal and social adjustment</td>
<td>5 63 2 25 1 12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TABLE II (continued)
SUPERVISORY ACTIVITIES OF THE SUPERVISING TEACHER AS EVALUATED BY EIGHT COLLEGE SUPERVISORS
student to become acquainted with the community was considered to be of first importance by 75 per cent of the college supervisors, and helpful by 13 per cent.

Planning the demonstrations with the student was considered of first importance by 75 per cent of college supervisors and considered helpful but not of first importance by 25 per cent. Following up the demonstration with a conference with the student was considered important by 100 per cent of the college supervisors.

In helping the student through observations of the student's teaching, conferences before the teaching were considered to be of first importance by 75 per cent of college supervisors, while 25 per cent indicated they were helpful but not of first importance. Conferences after the teaching were considered to be of first importance by 100 per cent of the college supervisors.

In helping the student develop desirable class control, 100 per cent of the college supervisors indicated it was of first importance to assist the student in determining the causes of behavior problems and to assist the student in learning techniques of good group control.

In evaluating student progress, assisting the student to evaluate his own progress was considered of first importance by 75 per cent of college supervisors, while 25 per cent considered this activity helpful. Recording the
student's progress was considered helpful but not of first importance by 50 per cent of college supervisors and 38 per cent indicated this was of first importance. Subjective evaluation of the student's progress in attitude toward teaching, effectiveness with children, and in his personal and social adjustment was considered to be of first importance by 63 per cent of college supervisors, and 25 per cent indicated this was helpful.

In answer to the request that college supervisors list other supervisory activities felt to be of first importance, no further items were suggested.

As a very large percentage of the college supervisors felt that the items selected were of either first or second importance, and as no other items were added, it was seen that the selection of items for the guide conformed with those the college supervisors thought helpful in practice.

Findings from questionnaires answered by student teachers. In the questionnaire given to student teachers, information was obtained as to the importance of items listed, as shown on Table III. Since Item I on Table III did not concern the student opinion, it was not tabulated.

In assisting the student to become acquainted with the class, 78 per cent of the students indicated that this was of first importance, while 22 per cent indicated it to be helpful. In assisting the student to become acquainted with the
TABLE III

SUPERVISORY ACTIVITIES OF THE SUPERVISING TEACHER AS EVALUATED BY FORTY-FIVE STUDENT TEACHERS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Of first importance</th>
<th>Helpful but not of first importance</th>
<th>Of little importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>cent</td>
<td>No.</td>
</tr>
<tr>
<td>I. General pre-planning by the supervising teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(This item not tabulated since it does not concern student opinion.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. Helping the student become acquainted with the class, the school, and the community</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Assisting the student to become acquainted with the class</td>
<td>31</td>
<td>74</td>
<td>9</td>
</tr>
<tr>
<td>B. Assisting the student to become acquainted with the school</td>
<td>16</td>
<td>55</td>
<td>23</td>
</tr>
<tr>
<td>C. Assisting the student to become acquainted with the community</td>
<td>4</td>
<td>10</td>
<td>29</td>
</tr>
<tr>
<td>III. Helping the student become acquainted with instructional materials and guides, etc.</td>
<td>31</td>
<td>78</td>
<td>9</td>
</tr>
<tr>
<td>IV. Helping the student through demonstrations by the supervising teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Planning the demonstration with the student</td>
<td>24</td>
<td>54</td>
<td>20</td>
</tr>
<tr>
<td>Activity</td>
<td>Of first importance</td>
<td>Helpful but not of first importance</td>
<td>Of little importance</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>-------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>B. Following up the demonstration with a conference with the student</td>
<td>33</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>VI. Helping the student through observations of the student's teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Conferences before the teaching</td>
<td>29</td>
<td>15</td>
<td>33</td>
</tr>
<tr>
<td>B. Conferences after the teaching</td>
<td>39</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>VI. Helping the student to develop desirable class control</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Assisting the student in determining the causes of the behavior problem</td>
<td>42</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>B. Assisting the student in learning techniques of good group control</td>
<td>38</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>VII. Evaluating student progress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Assisting the student to evaluate his own progress</td>
<td>34</td>
<td>16</td>
<td>30</td>
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</table>

Helpful but not of first importance:

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<tr>
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<th>Of little importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Following up the demonstration with a conference with the student</td>
<td>33</td>
<td>13</td>
<td>18</td>
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<td></td>
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<td>33</td>
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Helpful but not of first importance:

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<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>A. Conferences before the teaching</td>
<td>29</td>
<td>15</td>
<td>33</td>
</tr>
<tr>
<td>B. Conferences after the teaching</td>
<td>39</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>VI. Helping the student to develop desirable class control</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Assisting the student in determining the causes of the behavior problem</td>
<td>42</td>
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school, 55 per cent indicated this would be of first impor-
tance, while 39 per cent indicated it to be helpful.

While 22 per cent of the students indicated that help-
ing the student become acquainted with instructional materi-
als and guides was helpful, 78 per cent indicated it to be of 
first importance.

Fifty-four per cent of the students indicated that 
planning demonstrations with the student was of first impor-
tance, while 46 per cent indicated it to be helpful. Follow-
ing up the demonstrations with a conference with the student 
was indicated by 72 per cent of the students to be of first 
importance, while 18 per cent indicated this to be helpful. 
Sixty-three per cent of the students considered conferences 
before the teaching to be of first importance and 33 per cent 
considered them helpful. Ninety-one per cent of the students 
considered conferences after the teaching to be of first 
importance.

In helping the student to develop desirable class con-
trol, 89 per cent of the students considered it of first im-
portance to assist the student in determining the causes of 
the behavior problem, and 88 per cent of the students consid-
ered assisting the student in learning techniques of good 
group control as of first importance, while 12 per cent 
considered this helpful.

In evaluating student progress, 63 per cent of the
students considered assisting the student to evaluate his own progress of first importance and 30 per cent of the students considered this helpful. Thirty-nine per cent of student teachers considered recording the student's progress of first importance, while 48 per cent considered this to be helpful. In a subjective evaluation of the student's progress in attitude toward teaching, effectiveness with children, and in his personal and social adjustment, 58 per cent of the students considered this activity of first importance and 33 per cent considered this subjective evaluation helpful.

In answer to the request to list any other supervisory activities considered to be of first importance in assisting a student teacher, there were no suggestions offered.

As a very large percentage of the students felt that the items selected were of either first or second importance and no other items were added, selection of items for the guide appeared to conform with those the student teachers thought helpful in practice.
CHAPTER IV

SUMMARY

The history of student teaching reveals that the supervising teacher has undertaken many and varied responsibilities toward the student in order to help prepare him to become a competent teacher, to become aware of educational objectives, and to become aware of his professional responsibilities.

The education of student teachers has involved such things as orientation, demonstrations, observation of student teaching, conferences, and guidance through evaluation with the student of his work. The assumption of these responsibilities by the supervising teacher has been a necessary part of the training of prospective teachers and has done much to raise the level of competence on the part of the beginning teacher.

This project was undertaken for the purpose of aiding supervising teachers in developing the potentialities of the student teachers under their direction. The questionnaires pertaining to the supervisory activities of the supervising teacher were used to check the validity of the items chosen for the guide, and the results of the questionnaire indicate that a large percentage of supervising teachers, college supervisors, and student teachers felt that the items selected were of either first or second importance. Since
very few other items were suggested that were not already included, the selection of items for the guide conforms with what a number of supervising teachers, college supervisors, and student teachers thought helpful in practice.

Handbooks prepared by three California colleges showed that these materials are designed to meet the needs of the supervisory program in general, and describe various phases of the program without having as their primary emphasis the functions and responsibilities of supervising teachers.

Since there is no complete guide designed for the special use of supervising teachers in the Sacramento area, Chapter V of this project was designed to meet the needs of these teachers. Chapter V consists of a guide for the use of supervising teachers in the elementary schools of the Sacramento area.
CHAPTER V

A GUIDE FOR THE USE OF SUPERVISING TEACHERS IN ELEMENTARY SCHOOLS OF THE SACRAMENTO AREA

I. THE IMPORTANCE OF THE SUPERVISING TEACHER

*Philosophy.* Through daily contact, the student will be influenced by the philosophy of the supervising teacher and by the attitude of the supervising teacher toward the pupils, the parents, other members of the staff, and the administration.

*Methods of instruction.* The supervising teacher's methods of instruction will influence those of the student teacher. Weaknesses in the supervising teacher's methods may not be recognized as such by the student teacher and he may feel that the method he observes is practical, while the method he learned at college is theoretical.

*Attitude.* The supervising teacher's attitude toward the pupils, particularly as seen in methods of pupil control, may influence the student teacher's attitudes. Because of the daily classroom atmosphere, the student teacher may adopt the same general attitude toward pupils as does the supervising teacher.
II. THE FUNCTIONS OF THE SUPERVISING TEACHER

Providing observations. A function of the supervising teacher is to provide the student with the opportunity to observe in a normal teaching-learning situation and to aid the student to understand what he is observing by helpful interpretation of classroom activities.

Providing opportunities for practice. It is the function of the supervising teacher to enable the student to gain skill through practicing good teaching. This means that the supervising teacher should also check the student teacher's lesson plans and make suggestions that will make it possible for him to set up good classroom learning situations.

Conferences. A very important function of the supervising teacher is the guidance offered the student through conferences both before and after demonstrations by the supervising teacher and through pupil activities that are conducted by the student teacher.

Demonstrations. It is also the function of the supervising teacher to provide helpful guidance through conducting demonstrations of classroom procedures that illustrate particular points for the student teacher.

Planning procedures. The supervising teacher should assist the student in developing long- and short-range plans
that will meet the individual needs of the pupils in the classroom. This involves helping the student teacher to understand the capabilities and needs of pupils.

**Developing potentialities of the student.** The supervising teacher should aid the student in developing his potentialities by giving him the opportunity to use his own ideas and talents in the classroom. It is the responsibility of the supervising teacher to recognize the fact that this new personality will bring to bear his own interpretations of past experiences and education and will bring various new approaches to the solution of classroom problems.

**Evaluation.** The supervising teacher should assist the student to evaluate his progress relative to what he is able to accomplish in terms of previously set classroom goals and objectives and relative to his own long-range objectives.

**Coordination with college supervisor.** The supervising teacher needs to work closely with the college supervisor by advising him of the student's weaknesses and strengths so that the efforts of both supervisors may be coordinated and directed toward the student teacher's growth.

**Evaluating pupil progress.** The supervising teacher must consider carefully the progress and welfare of his pupils so they will not suffer because of any unskillful or
unsound procedures of the student teacher. If the supervising teacher thinks the student teacher is giving inadequate instruction in any area, he should not hesitate to take over instruction for a few days until the pupils' needs are met.

The supervising teacher should also encourage the student to make frequent evaluations of the pupils' work so that the student will become aware of the pupils' needs.

III. PREPARING FOR THE ARRIVAL OF THE STUDENT TEACHER

In some ways, the responsibilities of the supervising teacher toward the student are very much the same as those of the principal toward a beginning teacher. It is important that the supervising teacher make definite plans for the arrival of the student in order that his needs are considered and met by various means. According to Kyte, the responsibilities of a principal to a new teacher are as follows:

The principal's responsibilities in behalf of the beginning teacher are threefold: (1) he must establish professional, friendly relations for her, (2) he must provide for her total adjustment in the new situation, and (3) he must provide for her the best professional assistance possible.¹

A. General Pre-Planning by the Supervising Teacher

1. Conferences.
   a. A conference should be held with the college supervisor, at which time the needs of the student, with both his strengths and weaknesses, should be considered. At this time information about the student, as provided by the college, should be reviewed to aid the supervising teacher in understanding the educational background of the student.
   b. The conference with the college supervisor might include planning for the student's teaching experiences, such as:
      (1) Experiences in teaching social studies, science, arithmetic, and other subject matter areas.
      (2) Experiences in making use of community resources, such as using individuals in the school and community who can contribute to class work as resource persons.
      (3) The use of a wide range of instructional materials, such as:
         (a) Teachers' manuals.
         (b) Guide books.
         (c) Textbooks.
(d) Visual materials.
(e) Reference materials.

3. Planning experiences.
   a. The supervising teacher should plan to include

   c. A conference may be held by the supervising teacher with the college supervisor and the student together to provide:

   (1) Some clarification of orientation and adjustment procedures and an opportunity for general agreement on methods, techniques, and procedures to be used in the classroom.

   (2) Some assistance for the student in contacting others who might help him in solving special problems that may arise in the classroom. These persons might be consultants, special supervisors, personnel directors, and curriculum coordinators. Others who might be of help to the student are counselors, nurses, attendance officers, custodians, and office personnel.

   2. Information regarding the student.

   The supervising teacher might be given an autobiographical sheet prepared by the student to reveal his interests, training, strengths, and perhaps his weaknesses. (Appendix.)
certain experiences in handling routine procedures such as the following:

(1) Pupil accounting. The student should understand the importance of keeping pupil attendance in the school register, and should have practice in this activity through the use of a separate register. The student should learn the regulations regarding pupil attendance and tardiness, and the record keeping required for attendance of children whose parents are employed at nearby federal installations.

(2) School records. The student should learn the location of cumulative records and test results, and be instructed in the keeping of these records as well as other office cards. He also should learn how to complete referrals to the nurse and the school psychologist.

(3) Report cards and parent conferences. The student should learn the basis for marking report cards and techniques developed in handling parent conferences. Both of these methods are important in school public relations.

(4) School bulletins. The student should be
directed to read all school bulletins and schedules, and become familiar with bulletin boards where notices are posted.

(5) Materials for the class. The student should learn the regulations necessary for the ordering of books and audio-visual materials for the class.

(6) Supplies. The student should become familiar with procedures required for the ordering of needed supplies for the classroom.

(7) Excursions. The student should be informed regarding regulations pertaining to arrangements for trips of interest to the class that may be made in the community.

(8) Opening and dismissal routines. The student needs to learn the best ways to start the class on its work and how best to conclude the daily activities.

(9) Establish definite routines. Pupils should be reminded before each activity of the necessary routines. Reminders should be repeated as frequently as necessary, particularly in the lower grades.

(10) Attention of the class. Before starting to give directions, the student should be sure
he has the attention of each pupil in the class. The student should be certain directions are clearly stated and that each pupil knows how to proceed before starting his work.

(11) Helping individual pupils. The student should make provision for aiding individual pupils as the work progresses.

(12) Class discussion. Pupils need to be encouraged to contribute their own experiences and information to the general class discussion. Good habits of listening to others can also be encouraged at this time.

(13) Correcting papers. The student should establish a routine for correcting papers and pupils should have an opportunity to review the corrections so they understand their own difficulties and can evaluate their own progress.

b. Other experiences planned by the supervising teacher in which the student should be encouraged to participate are:

(1) Attendance at parent-teacher conferences.

(2) Attendance at PTA and regular faculty meetings.
(3) Attendance at professional organization meetings of the faculty and other teacher groups.

4. Information regarding the school.
   The supervising teacher should plan to include information regarding regulations and procedures relating to the following:
   a. Playground.
   b. Library.
   c. Fire drills.
   d. Disaster.
   e. First aid and safety.

5. Planning welcome for student.
   The supervising teacher should prepare the class to give the "new teacher" a welcome to the classroom as this can contribute a great deal to a good working relationship between him and the pupils in the class.

IV. HELPING THE STUDENT TEACHER BECOME ACQUAINTED WITH THE SCHOOL, CLASSROOM, AND COMMUNITY

According to Kyte, "The orientation of the new teacher, if it is thorough and constructive, constitutes the initial steps in her adjustment."²

²Ibid., p. 377.
The supervising teacher should provide the student with an environment that is permissive, in order to stimulate the growth of the student in a democratic atmosphere where good rapport is maintained.

In discussing orientation, Wiles states that "the orientation of the new teacher should also help him to get an understanding of the obstacles to progress in the school and community."³

Lack of interest on the part of the people in school problems, lack of cooperation in the financial affairs of the school, and problems inherent in a low socio-economic level for a community create obstacles to progress in the school and community with which the student teacher should become familiar.

A. Helping the Student Become Acquainted With the Class

1. Classroom environment.

   a. Assistance by the supervising teacher in helping the student become familiar with the classroom environment may be accomplished in the following ways:

      (1) A friendly reception given by the supervising teacher to the student is most important as

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it helps to establish good human relations that contribute to the success of the entire directed-teaching period.

(2) The student should be provided with a place to store his things and with a desk of his own if this is possible. Storage and work space will contribute greatly to a better organization of the student's work and to his peace of mind.

(3) The student should be introduced to the class as "another teacher who can help us." The attitude of the supervising teacher toward the student is readily recognized by the class and can mean the difference between the success and failure of the student.

(4) The student should be provided with a seating chart and special lists for reading and other groups. He should become familiar with the school records of individual pupils in order that he may understand individual and group characteristics better and know how to proceed on plans to give help where it is needed. The student should also become acquainted with class routines in order that he will be able to manage these routines and maintain
classroom control when he starts to teach.

(5) The student must be impressed with the importance of the school register and the need for accurate attendance records since these are the basis upon which school funds are provided. He must also learn the importance of state school laws that apply to the teacher and the pupils in the class.

B. Helping the Student Teacher Become Acquainted with the School

1. School environment

a. Assistance by the supervising teacher in helping the student become familiar with the school environment may be accomplished in the following ways:

(1) The supervising teacher must aid the student to learn the regulations of the school and to know the policies of the school system by discussing such regulations and policies with him and directing him to examine any written bulletins and schedules prepared by the administration of the school system which will inform the student about regulations and policies.

(2) The student should be introduced to the
faculty by meeting the members gradually so that the student will not be overwhelmed with names and faces. Help should be given him in seeing that the student is accepted by this group.

(3) The student should be given the opportunity to work with members of the faculty and with the administration on group projects in order that he may experience teamwork with the school staff.

(4) The student teacher should have an opportunity to work with the supervising teacher on yard duty in order that the student may become better acquainted with the children and that he may develop appropriate attitudes and means of dealing with problems occurring during the period of free play.

(5) The student should become acquainted with the school plant and the location of the following:

(a) The nurse's room.
(b) Main offices of the school.
(c) The auditorium.
(d) The cafeteria, teachers' room.
(e) Visual aid equipment.
(f) General supplies.
(g) Teachers' work room.
(h) Ditto equipment and supplies.
(i) Children's rest rooms.
(j) Play areas.

C. Helping the Student Become Acquainted with the Community

1. Community environment.

a. The student should be helped to become aware of the problems of the community in which the school is located and to know how he can fit himself into any program of community activities. This may be accomplished by the following means:

(1) Driving around the community in order to become familiar with socio-economic conditions.

(2) Talking to business people in order to become acquainted with community problems.

D. Helping the Student Become Acquainted with Instructional Materials and Guides Provided by the School District

1. Instructional materials.

a. The student should have access to the course of study, textbooks, teachers' manuals, or other guides and instructional materials the student may need in planning lessons. He should be urged
to study these materials carefully so that he will understand curriculum requirements and learn to use recommended procedures in planning.

b. The student should be urged to visit the district library or county school library and become acquainted with materials that are available.

c. The supervising teacher can encourage the student to visit the audio-visual center so that he will become familiar with the center and its procedures for making materials available.

V. ASSISTING THE STUDENT TEACHER THROUGH DEMONSTRATIONS

In discussing preparation for the demonstrations, Barr, Burton, and Brueckner state that:

Careful preparation for the observation is necessary. That careful and detailed preparation for the demonstration should be made goes without saying. Preparation of the individual group to observe the demonstration does not always seem to be regarded as too important, but it cannot be too strongly emphasized that those who are to see the demonstration must be prepared for what they are to see, if they are to observe and react intelligently. Prior to the demonstration, the lesson or whatever else that may be under demonstration should be carefully analyzed, including aims, methods, and techniques. It cannot be taken for granted that those for whom the demonstration is presented will without guidance see the most important points to be observed.

A. The Preparation for the Demonstration

1. Planning.

a. The demonstration lesson should be planned with the needs of the student observer in mind.

b. The planning of the demonstration lesson by the supervising teacher should reveal his recognition of the growth and development needs of children in the class, and he should help the student to understand how these needs are to be met through various procedures.

c. It is suggested that the student be briefed on classroom work that has preceded the demonstration lesson. He needs to become acquainted with the long-range plans of the teacher for the class and know how the demonstration lesson will fit into the general plan.

d. The supervising teacher can assist the student greatly by advising him in advance of the importance of points in the lesson and the points for which he should look. The student may be encouraged to take notes during the demonstration lesson to help him in a systematic observation of the lesson.

e. It will be of help to the student to keep the following questions in mind when observing the
demonstration lesson:
(1) What skills are the pupils acquiring?
(2) What kind of motivation is offered to stimulate the pupils?
(3) Is pupil interest held by a variety of activities?
(4) Are pupils stimulated to put forth their best efforts?
(5) Are pupils encouraged to show initiative?
(6) Are pupils encouraged to work together during part of the lesson?
(7) Are the needs of individual pupils being met by the lesson?

B. The Follow-up of the Demonstration
1. Conferences.
   a. In conferences following the demonstration between the supervising teacher and the student these points should be considered:
(1) Questions that arise regarding how the growth and developmental needs of children were met during the lesson.
(2) The correcting of any misconceptions of the student and the clarification of any points in the lesson that may not have been correctly understood.
(3) A review of the strong points of the lesson to emphasize more clearly the objectives of the supervising teacher.

(4) It is important that the student understand that the demonstration lesson had to be flexible in order to meet any temporarily changed class condition.

(5) Since the ultimate purpose of demonstration teaching is the application of observed procedures and attitudes to the student's own work, the student should plan to make use of the techniques he observed as soon as possible. The supervising teacher should also plan to note changes in the student's practices. The follow-up observation makes possible an analysis of needed changes and a determination of further help for the student.

VI. ASSISTING THE STUDENT TEACHER THROUGH OBSERVATIONS OF STUDENT TEACHING PROCEDURES

In a discussion of the individual conference, Barr, Burton, and Brueckner state that:

When properly applied, the method of talking things over is one of the most useful methods of leadership, and one that will admit of the easy application of the
important principles of learning and teaching discussed in an earlier chapter. It supplies a particularly valuable means of getting and giving individualized assistance and of getting down to the specifics of learning and teaching.  

A. Conference Before the Teaching

1. It is suggested that a conference be held prior to the time the student teaches a lesson, at which time good rapport is important in order to maintain communication between the supervising teacher and the student. It is important that the conference follow democratic procedures and that a permissive attitude be maintained toward the student in the development of his own plans and procedures.

2. The help of the supervising teacher may be needed by the student to enable him to keep the goals and objectives in sight.

3. The student needs to understand clearly his time allotment and the duties for which he assumes responsibility toward the class. It is suggested that a week-by-week plan be made with the supervising teacher during conferences preceding the teaching by the student. This plan would probably be tentative to include the possibility of desirable changes.

4. During the conference period the student should

\footnote{ibid., pp. 738-39.}
submit his lesson plan and have it approved in advance of the lesson.

a. In examining the basic ingredients of the lesson plan, the following points should be kept in mind:

(1) The teacher's purposes.
(2) Materials, space, and equipment to be used.
(3) Time allotments.
(4) Procedures for:
   (a) Introductory activities.
   (b) Developmental activities.
   (c) Concluding and evaluating activities.

b. The lesson plan needs to be practical, and it is suggested that the supervising teacher examine it to see if the following points are provided for:

(1) Does it include sufficient detail?
(2) Does it include areas in which the student has had difficulty?
(3) Does it show continuity to reveal progress in areas of weakness?
(4) Does it indicate a variety of opportunity is being given the student?
(5) Does it indicate that it is devoted to extensive consideration of only one or two areas?
(6) Does it indicate that it is flexible and subject to change if change is needed?
(7) Does it tie in with the teacher's plans for the class?
(8) Does it provide for pupil participation in all areas of the curriculum?
(9) Does it contain clear purposes?
(10) Does it provide for evaluation by the pupils in the class?
(11) Does it include the use of community resources?

5. During the conference the attention of the student can be drawn to the needs of individual pupils in the class and suggestions regarding meeting the needs of these children may be considered.

6. The supervising teacher can help develop a sense of security on the part of the student by making reasonable demands of him instead of demands which may overwhelm him. The conference period gives the supervising teacher the opportunity to establish a creative atmosphere in which concern for the student as an individual may be given primary importance.

B. Conference Following the Teaching
1. It is suggested that a regularly scheduled conference follow the teaching period. The length of the
conference will vary, depending on the subjects under consideration.

2. It is suggested that the conference be limited to the discussion of two or three points regarding the lesson. Never more than five points should be taken up at a conference as the discussion of too many ideas may serve only to confuse the student. It is advised that there be discussion of both strong and weak points of the lesson observed, with discussion of strong points being held first and alternated with discussion of weak points.

3. The conference period offers time for identifying problems which have developed during teaching, and this period also offers an opportunity for the interpretation of educational principles in terms of teaching procedures.

4. The conference period offers a time for guidance, inspiration, and encouragement by the supervising teacher, and also allows time for specific assistance and suggestions on procedures. Constructive criticism may be offered during the conference by the supervising teacher and understood by the student.

5. The conference time offers the student an opportunity to discuss the plans of the classroom teacher and to
know his own progress in relation to these plans.

6. Questions regarding observed procedures by the supervising teacher can be asked during the conference that will aid in improved instruction by the student. Questions by the supervising teacher can also be included in the conference that provoke self-analysis by the student, that will improve his own techniques and ability.

7. The conference offers the supervising teacher the opportunity to encourage the student to try teaching in some of the areas he wants to teach and in the way he wants to teach them.

8. If the student has difficulty for a day or two, it may be necessary for the supervising teacher to take over teaching until the student has the opportunity to observe certain procedures again. The observation needs to be followed by a conference which should give the student insight into any problems he may have had.

9. Other problems of teaching may be discussed during the conference and help given to the student to aid him in a better understanding of these problems. The supervising teacher has an opportunity during the conference to stress the fact that the student needs to maintain a certain reserve and dignity toward
pupils in his relationship with them.

10. The conference gives the supervising teacher the opportunity to help the student develop good interests, ideals, and attitudes toward teaching as a profession.

11. The supervising teacher may find it advisable to consult the college supervisor if the student develops the idea that he "can't teach" and the conference is unable to relieve him of this belief.

12. The supervising teacher has the opportunity to assist the student in easing the work load through careful organization, without sacrificing the educational goals.

VII. ASSISTING THE STUDENT WITH THE DEVELOPMENT OF DESIRABLE CLASSROOM CONTROL

Kyte states that, under the leadership of the principal, teachers undertake the same three steps as he does in planning cooperative school control, both as individuals and as a team. According to Kyte:

First, he clarifies his own conception of control. This clarification should involve his consideration of control from the standpoint of the formulated educational purposes. They include (1) insight into right conduct, (2) ability and disposition to act in accordance with developed understanding, and (3) the ideals which should emerge from pupils' experiences. Development of self-control by the pupil and guidance in it by the teacher become essentials in the instructional program. Therefore
emphasis should be placed on all normal learning experiences which contribute to the effective and continuous adjustment of every child to the changing social order. His school experiences, when rightly conceived and directed, are real-life experiences involving democratic, social control.

A. Causes of Behavior Problems

1. The student needs to be aware of some of the causes of children’s behavior problems. Among causes of behavior problems are the following:

   a. The teacher may expect all the children to achieve the same standards. School work may be too difficult or too easy for some children, or it may not meet the interest of others.

   b. There may be overemphasis on control through fear, rules, penalties, and inconsistencies in methods of punishment.

   c. The student teacher may be tense, over-tired, unhappy or show little personality in teaching.

   d. The pupil may be emotionally affected by conflicting standards in or out of school, and he also may have many emotional and economic problems at home.

B. Classroom Control

1. Ways in which the student can develop good classroom

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*Kyte, op. cit., pp. 404-5.*
control are as follows:

a. By being alert to what is going on in the classroom, and by being businesslike in planning routine matters. Children are more secure when they know what to expect from a teacher.

b. By developing confidence in himself, as children recognize leadership in a person who knows what he is doing and is able to do what he sets out to do.

c. Respecting the personality of each child. It is important that each child be treated fairly and with consideration and friendliness. Each child should be helped to find the activity that makes it possible for him to achieve success.

d. Maintaining reserve and dignity in dealing with pupils, but not forgetting to have a sense of humor. It will help through many a difficult situation.

e. Maintaining control through development of class standards by pupils themselves.

f. Stressing positive responses and habits, and helping the children to accept these as part of normal class procedure. The stressing of cooperation, courtesy, and kindness of the group is most important.
g. Letting children know the student is interested in their welfare. Small infractions by the children should be corrected quickly and quietly.

h. Involving children in the discussion when their attention is wandering.

i. Letting children have a part in planning and evaluating the work of the group.

j. Keeping to the democratic way, even though it is slow, but not letting things get out of hand due to children's maturity level.

VIII. EVALUATING STUDENT PROGRESS

According to Kyte, stress should be placed on the criteria for evaluating effects, and he states that:

The criteria to be used as the bases for making judgments must be in accord with the purposes established in both the plan of action and its execution. Hence the criteria should be expressive of the accepted educational philosophy and its implications. Formulated objectives and adopted standards should constitute, therefore, the bases of appraisal. They should be applied to evaluate the strengths and weaknesses of the particular situation. The conditions include persons, activities, and effects.

In considering the responsibilities of the supervising teacher in the area of evaluation of student teaching, Troyer and Pace state that:

We need to explore further the contribution a student

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7Ibid., p. 505.
teacher and supervisor can gain from pupils evidence with respect to the student teacher's effectiveness. Since we have no automatic devices for measuring competence in student teaching, and perhaps never will have, we need to employ to the full the combined wisdom of all who may be in a position to help in arriving at valid judgments. Competence in observing and interpreting behavior is not a simple skill. Many hours and years of study and experience may be directed toward its improvement. And here, as in many other decisions, two heads are better than one.

A. Record of Progress

1. Early lesson plans given to the supervising teacher should include preparation, objectives, materials, activities, methods, and evaluation.

2. Notes on observations (both daily and weekly), kept by the supervising teacher, need to consider the strengths and weaknesses of the student and to note improvement of weaknesses.

3. Notes on conferences (both daily and weekly), kept by the supervising teacher, can consider motivation, interest, timing, adaptability, vocabulary, group control, pupil planning, and evaluation. These notes may also include information about the student's knowledge of subject matter, his competence in the skills, his ability to meet individual differences.

and his own follow-up to overcome earlier weaknesses.

4. Evaluation of teaching techniques includes the ability of the student to determine democratically worth while goals in terms of the needs of the pupils in the class. This appraisal is based on:

a. Classroom management.
b. Teaching procedure that is adapted to the maturity level, needs, and interests of pupils.
c. Pupil adjustment and participation.
d. Use of tests and objective measurements.
e. Cooperation of pupils based on habits of behavior.
f. Assignments that are meaningful.
g. Opportunities pupils have for a variety of experiences.
h. Pupil progress.

B. Subjective Evaluation

1. Attitude of the student toward teaching is indicated by:

a. A careful preparation of daily work.
b. An acceptance of constructive criticism.
c. Being ethical in all professional relationships.
d. Showing promise of continuing professional growth.
2. Effectiveness with children is indicated by:
   a. A personal interest in children; being willing to give extra help.
   b. An understanding of all kinds of individual differences.
   c. Planning that involves the meeting of fundamental needs.
   d. Cooperative planning with children, making provision for the normal development of every child.
   e. A continuing awareness of the pupils' nature and needs.
   f. A careful clarification of each child's understanding of what he is expected to do.
   g. Helping the child to know how to proceed.
   h. The identification of children with classroom activities.
   i. The interrelation of interest with achievement in activities.
   j. The gaining of significant information by the pupil.
   k. The gaining of self-reliance in terms of initiative, adaptability, creativeness, and decisiveness.

3. The personal, emotional, and social adjustment of the student is indicated by:
a. Being well groomed, neat appearing, and attractive.
b. Exercising self-control, being poised and emotionally stable.
c. Possessing a sense of humor.
d. Maintaining good health, both physical and mental.
e. Having a vigorous and enthusiastic personality.
f. Promoting wholesome pupil-teacher relationships.
g. Being respected and liked by other staff members.
BIBLIOGRAPHY
A. BOOKS


B. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES, AND OTHER ORGANIZATIONS


Napier, Thomas Hewell. *Trends in the Curricula For Training Teachers.* Contributions to Education No. 27. Tennessee: George Peabody College For Teachers, 1926.

C. PERIODICALS


Sands, J. E. "Survey of Off-Campus Student Teaching," *School
and Society, 76:137, August, 1952.


D. HANDBOOKS


Information on Student Teaching. Revised; San Diego: San Diego State College, Division of Elementary Education, 1957-1958.

Manual of Student Teaching. Revised; Sacramento: Sacramento State College, Division of Teacher Education, September, 1956.

E. UNPUBLISHED MATERIALS

APPENDIX
In order to prepare a handbook that might be helpful to supervising teachers in this area, your cooperation is requested in helping to determine the information that should be included.

It would be very much appreciated if you would indicate your opinion of the importance of certain practices of supervising teachers as noted below.

**Supervisory Activities of the Supervising Teacher**

Please check the following activities of supervising teachers in the order in which you feel they are important to the student teacher:

<table>
<thead>
<tr>
<th>Helpful of</th>
<th>Of</th>
<th>but not</th>
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<tr>
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I. General Pre-Planning by the Supervising Teacher.

A. Early conferences with the college supervisor to plan for student teaching.

B. Conferences with the college supervisor and the student, together, prior to student teaching.

C. Review of available information regarding the student.
D. Preparing a plan for handling routine procedures by the student.

E. Preparing a plan to help the student learn about the school environment.

F. Preparing a plan to welcome the student to the class.

II. Helping the Student Become Acquainted with the Class, the School, and the Community.

A. Assisting the student to become acquainted with the class.

B. Assisting the student to become acquainted with the school.

C. Assisting the student to become acquainted with the community.

III. Helping the Student Become Acquainted with Instructional Materials and Guides, etc.

IV. Helping the Student Through Demonstrations by the Supervising Teacher.

A. Planning the demonstration with the student.

B. Following up the demonstration with a conference with the student.
V. Helping the Student Through Observations of the Student's Teaching

A. Conferences before the teaching.

B. Conferences after the teaching.

VI. Helping the Student to Develop Desirable Class Control.

A. Assisting the student in determining the causes of the behavior problem.

B. Assisting the student in learning techniques of good group control.

VII. Evaluating Student Progress.

A. Assisting the student to evaluate his own progress.

B. Recording the student's progress.

C. Subjective evaluation of the student's progress in attitude toward teaching, effectiveness with children, and in his personal and social adjustment.

Of first importance  Helpful but not of first importance Of little importance

NOTE: Please list any other supervisory activities which you believe would be of first importance in assisting a student teacher. These may be listed on the back of this sheet.
APPENDIX B

STUDENT TEACHER'S AUTOBIOGRAPHICAL FORM

NAME ________________________________

Last _______ First _______ Middle ______

HOME ADDRESS __________________________________ PHONE ______

HIGH SCHOOL ATTENDED ___________________ YEAR GRADUATED ______

EXTRA-CURRICULAR ACTIVITIES WHILE IN HIGH SCHOOL:

HIGH SCHOOL ACTIVITIES:

COLLEGE ACTIVITIES:

EXTRA-CURRICULAR ACTIVITIES WHILE IN COLLEGE:

LIST EXPERIENCES YOU HAVE HAD WITH CHILDREN (Sunday school, camp, etc.):

INDICATE ANY WORK EXPERIENCE YOU HAVE HAD:

LIST ANY HOBBIES YOU HAVE BEEN INTERESTED IN RECENTLY:

INDICATE ANY TRAVEL EXPERIENCES YOU MAY HAVE HAD:

ARE YOU MARRIED? __________

DO YOU HAVE CHILDREN? _________ AGES OF CHILDREN _______

DO YOU HAVE OTHER OBLIGATIONS THIS SEMESTER BESIDES STUDENT TEACHING?

LIST METHODS COURSES: OTHER COURSES:

PLEASE INDICATE ANY OTHER INFORMATION THAT MAY BE HELPFUL TO THOSE WORKING WITH YOU DURING STUDENT TEACHING: