1950

A study of the supervision of student teaching in business education

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Boston University

http://hdl.handle.net/2144/5490

Boston University
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

A STUDY OF
THE SUPERVISION OF STUDENT TEACHING
IN BUSINESS EDUCATION

Submitted by

Catherine Maude Dennen
(B. S. Ed., State Teachers College at Salem, 1934)

In partial fulfillment of the requirements for
the degree of Master of Education

1950
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>1</td>
</tr>
<tr>
<td>Analysis of the Problem</td>
<td>1</td>
</tr>
<tr>
<td>Justification of the Problem</td>
<td>2</td>
</tr>
<tr>
<td>Delimitation of the Problem</td>
<td>4</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>5</td>
</tr>
<tr>
<td>Organization of the Study</td>
<td>6</td>
</tr>
<tr>
<td>II REVIEW OF RELATED RESEARCH</td>
<td>7</td>
</tr>
<tr>
<td>III METHOD OF PROCEDURE</td>
<td>15</td>
</tr>
<tr>
<td>IV ANALYSIS OF THE DATA</td>
<td>17</td>
</tr>
<tr>
<td>Scope of the Chapter</td>
<td>17</td>
</tr>
<tr>
<td>Report of Returns of Inquiry Form</td>
<td>17</td>
</tr>
<tr>
<td>Supervisor's Background</td>
<td>18</td>
</tr>
<tr>
<td>Student Teacher Placement</td>
<td>25</td>
</tr>
<tr>
<td>Information to be Given to the Student Teacher at the Beginning of His Training Period</td>
<td>30</td>
</tr>
<tr>
<td>Supervising the Student Teacher in the Teaching Situation</td>
<td>36</td>
</tr>
<tr>
<td>Supervising the Student Teacher in the Non-Teaching Situation</td>
<td>48</td>
</tr>
</tbody>
</table>
# TABLE OF CONTENTS (Continued)

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>V SUMMARY OF THE FINDINGS</td>
<td>62</td>
</tr>
<tr>
<td>VI CONCLUSIONS AND RECOMMENDATIONS</td>
<td>71</td>
</tr>
<tr>
<td>Conclusions</td>
<td>71</td>
</tr>
<tr>
<td>Recommendations for Further Research</td>
<td>76</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>77</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>78</td>
</tr>
<tr>
<td>Letter of Transmittal</td>
<td>78</td>
</tr>
<tr>
<td>Inquiry Form</td>
<td>79</td>
</tr>
<tr>
<td>Follow-up Card</td>
<td>84</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>TOTAL RETURNS FROM INQUIRY FORMS</td>
</tr>
<tr>
<td>II</td>
<td>EDUCATIONAL BACKGROUND OF SUPERVISORS</td>
</tr>
<tr>
<td>III</td>
<td>YEARS OF TEACHING EXPERIENCE OF SUPERVISORS</td>
</tr>
<tr>
<td>IV</td>
<td>APPROXIMATE NUMBER OF STUDENT TEACHERS SUPERVISED</td>
</tr>
<tr>
<td>V</td>
<td>SUPERVISORS' EXPERIENCE WITH PRACTICE TEACHING</td>
</tr>
<tr>
<td>VI</td>
<td>SUBJECTS SUPERVISED</td>
</tr>
<tr>
<td>VII</td>
<td>STUDENT TEACHER PLACEMENT</td>
</tr>
<tr>
<td>VIII</td>
<td>NUMBER OF STUDENT TEACHERS TO BE ASSIGNED</td>
</tr>
<tr>
<td>IX</td>
<td>GENERAL INFORMATION ABOUT THE SCHOOL AND THE STUDENT BODY</td>
</tr>
<tr>
<td>X</td>
<td>INFORMATION GIVEN THE STUDENT TEACHER ABOUT INDIVIDUAL PUPILS IN THE CLASS</td>
</tr>
<tr>
<td>XI</td>
<td>SUPERVISORS' PREFERENCES FOR INDUCTION OF THE STUDENT TEACHER TO THE TEACHING SITUATION</td>
</tr>
<tr>
<td>XII</td>
<td>NUMBER OF LESSONS OBSERVED BY THE STUDENT TEACHER BEFORE HE BEGINS INSTRUCTION</td>
</tr>
<tr>
<td>XIII</td>
<td>NUMBER OF LESSONS TAUGHT BY THE STUDENT TEACHER BEFORE HE CONDUCTS A CLASS WITHOUT SUPERVISION</td>
</tr>
<tr>
<td>XIV</td>
<td>SHOULD LESSON PLANS BE REQUIRED</td>
</tr>
<tr>
<td>TABLE</td>
<td>PAGE</td>
</tr>
<tr>
<td>--------------</td>
<td>------</td>
</tr>
<tr>
<td>XV</td>
<td>44</td>
</tr>
<tr>
<td>XVI</td>
<td>44</td>
</tr>
<tr>
<td>XVII</td>
<td>46</td>
</tr>
<tr>
<td>XVIII</td>
<td>49</td>
</tr>
<tr>
<td>XIX</td>
<td>51</td>
</tr>
<tr>
<td>XX</td>
<td>54</td>
</tr>
<tr>
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<td>58</td>
</tr>
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<td>XXII</td>
<td>59</td>
</tr>
<tr>
<td>XXIII</td>
<td>60</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

Statement of the Problem

The purpose of this study was to determine the fundamental procedures and practices that high school teacher-supervisors and college teacher-training supervisors consider essential for the business education classroom teacher who supervises the student during his practice teaching period.

Analysis of the Problem

The subordinate problems involved in this study were:

1. To determine the background of all supervisors participating in the survey in relation to their education, teaching, and supervisory experiences.

2. To discover the opinions of the high school teacher-supervisors and college teacher-training supervisors who responded concerning:
   a. The placement of student teachers for the practice teaching period.
   b. The information about the school and the pupils which should be given the student teacher before he begins his practice teaching.
c. The practices of the student teacher and the high school teacher-supervisor when the trainee is in the teaching situation.

d. The practices of the student teacher and the high school teacher-supervisor when the trainee is in a non-teaching situation.

Justification of the Problem

Many teacher-training institutions specializing in the field of business education have long followed the practice of requiring a student-teaching period as a part of the prospective teacher's preparation. The ways of providing student-teacher training are many and varied. Some of the systems of placement followed by various teacher-training institutions are: (1) maintaining a training school connected with the college or university, (2) providing planned training programs in selected neighboring high schools, and (3) placing students, one or two to a school, in a number of different public high schools covering a fairly wide area. The latter practice is followed by the two teacher-training institutions specializing in the field of business education in the Commonwealth of Massachusetts, namely, Boston University and Salem State Teachers College.

The writer, concerned with the trainees from the aforementioned institutions, felt that, because of the
wide area of placement of student teachers, a lack of uniformity exists among high school teacher-supervisors in the supervision of student teachers.

In a study made for the National Association of Commercial Teacher-Training Institutions, Blackstone\(^1\) states:

> Even if practice teaching be accepted as desirable, in spite of the lack of positive evidence for it, it seems likely that much of such teaching is done under conditions which are far from ideal. Furthermore there seems to be very little similarity of procedure in administering training of this sort. In some schools, the student teacher must teach one class; in other schools, five classes. In some schools the student teacher is given full charge of the class from the start of the term, others teach only occasionally. . . . Some of these practices are far from ideal—some are better than others—some are rather bad.

This student-teacher training period could be enriched if the teacher-supervisors were supplied with fundamental information and suggested procedures in the form of a handbook. The data obtained from this study might serve as a basis for the compilation of such a handbook. The importance of definite standards for the supervising teacher is stressed by Armentrout\(^2\) in the following statement:

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The training teacher cannot carry on satisfactorily the work of supervising student teachers until he has a clear conception of certain fundamentals and definite goals to attain in the training of student teachers. The definiteness with which the training teacher conceives the problems involved in teaching technic, methods, and practice is a determining factor in successful work with student teachers.

Delimitation of the Problem

Of necessity, the distribution of the questionnaire to high school teacher-supervisors was limited to an area within a radius of about twenty miles of Boston, as this area contains most of the schools in which practice teachers are placed by Boston University and Salem State Teachers College.

As some public schools do not accept student teachers for training, only the reports of teachers who have acted as teacher-critics or who have had student teaching as part of their teacher-training were considered in the results of this survey.

Some business teacher-training institutions maintain their own training schools or have as supervisors of student teachers only trained teacher-critics. Therefore, only the reports of those teacher-training institutions which have neither training schools or trained critic teachers were considered in the results of this study.
In order to get a larger sampling of opinions of college teacher-training supervisors, questionnaires were sent to a few institutions outside of New England.

**Definition of Terms**

The terms peculiar to this study and used interchangeably throughout are:

**Supervising teacher; teacher-supervisor; teacher-critic:** The high school classroom teacher who supervises the practice work of a student teacher, and frequently has some teaching responsibilities.  

**College teacher-training supervisor; college supervisor:** The college or university instructor who is directly responsible for the placement and partially responsible for the supervision of the student during the latter's practice-teaching period.

**Student teacher; practice teacher; trainee:** One who is acquiring practice teaching experience and skill under the guidance of a critic teacher or other supervisor in the special laboratory or practice school of a teacher training institution or in the classes of a public or private school; usually, an advanced student who has had no other teaching experience.

**Student teaching; practice teaching:** Observation, participation, and actual teaching done by a student preparing for teaching under the direction of a supervising teacher.

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5 Ibid, p. 392.
Organization of the Study

In the first chapter a statement of the problem, the analysis, justification and delimitation of the study, and definitions of the terms used in the study are set forth.

Chapter II contains a review of the research studies and the literature which relate to the study.

Included in Chapter III is a description of the procedure used in conducting the study.

Chapters IV, V, and VI present the data gathered from this survey, the analysis and interpretation of that data, the summary and conclusions for the study, and recommendations for further research.
A review of related research was made to ascertain the results of previous studies in relation to practice teaching, and to investigate techniques of constructing questionnaires and analyzing data. Three of these research studies are summarized in this chapter.

An analysis of the activities of supervisors of student teachers in New York State teacher-education institutions preparing elementary teachers was made by Edward J. Mooney, Jr.\(^6\) The purpose of this study was to analyze (a) the nature, concepts, and importance of supervisory activities in the preparation of teachers, (b) the difficulties experienced in accomplishing the purpose of the activities, and (c) the types of practice schools in which these activities can be carried on with the best results.

In order to accomplish this purpose, Mooney's first task was a study of literature relating to student teaching and supervision to find all possible supervisory

activities that are or should be carried on with student teachers. These he listed under the following headings: 7

1. Supervisory activities connected with student observation

2. Supervisory activities connected with student teaching

3. Supervisory activities connected with the arrangement for student teacher participation in extra-curricular activities

4. Supervisory activities connected with the arrangement for student teacher participation in community activities

5. Supervisory activities concerned with student teachers' personal growth

6. Supervisory activities concerned with student teachers' professional growth

Check lists were sent both to supervisors of student teachers in the New York State teacher-education institutions and to student teachers.

Of 350 check lists sent to supervisors, 228 were returned; and of the 600 sent to student teachers, 447 answers were received. Because of failure to follow directions, only 208 of the supervisors' check lists and 392 of the student teachers' check lists were usable. The study included 129 campus supervisors and 79 co-operating school supervisors. Mooney defines "co-operating schools"

7 Ibid, p. 11.
as "all elementary schools in which students do their practice teaching, except the campus practice schools."\(^8\)

The results of the study indicated a lack of supervisory guidance in some phases of teaching activities, particularly in respect to the student teacher's participation in community activities and in the supervision of pupils' extra-curricular activities.

The survey also revealed that emphasis is mainly placed on the more practical and routine phases of teaching, such as classroom organization and management, and on desirable student-teacher-pupil relationships.

Co-operating supervisors and campus supervisors differed in some respects in the emphasis placed on certain phases of supervision. The former tended to exceed the campus supervisors in guiding student teachers in caring for the physical needs of the pupils, and in student-teacher supervision of pupils' in school-community extra-curricular activities. On the other hand, the study showed that campus supervisors do more toward helping the student teacher with (1) pupil relationships, (2) collecting teaching materials, (3) organizing instructional units, (4) lesson planning, and (5) personal and professional development.

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A survey was made by a committee appointed at a meeting of the College Instructors Round Table of the National Commercial Teachers Federation in 1934. This committee was headed by E. G. Blackstone, and included P. A. Carlson, A. O. Colvin, L. M. Hill, R. G. Walters, and E. A. Zelliot. The purpose of the survey was to make a search for possible standards for practice teaching in business education.

A list of possible standards was collected and then submitted to the members of the committee for revision and criticism. This list was then sent to about 75 business education teacher-training institutions with the request that they indicate preferences regarding each item and give reasons for or against each. The 52 replies that they received formed the basis for the committee's report.

Blackstone's inquiry form was divided into the following sections:

1. Objectives of practice teaching
2. Objections to practice teaching
3. Practice teaching required or elective
4. Minimum requirements for practice teaching
5. Prerequisites for practice teaching
6. Types of schools used as training schools

---

7. Amount of credit allowed for practice teaching
8. Extra-curricular activities
9. Number of practice teachers per class
10. Lesson plans
11. Teaching in the presence of the critic teacher
12. Group conferences of student teachers
13. Grading of student teachers
14. Observation of teaching

From the results of the survey, the chairman, Mr. E. G. Blackstone, suggested the following standards for practice teaching:

1. Practice teaching should be a requirement for all prospective business teachers.

2. A year's internship is desirable.

3. The minimum for practice teaching should be a full term or semester for a single subject.

4. No student should teach a class unless he has passed at least one collegiate subject-matter course in that work.

5. Students should secure actual business experience before undertaking practice teaching.

6. Practice teaching should be done only in typical public high schools, or in the college or university practice school.

7. Credit should be given for practice teaching.

8. Practice teachers should be required to assist in extra-curricular activities.

\[10\] Ibid, pps. 17-18.
9. One student teacher only should be assigned to a class.

10. Lesson plans should be required of student teachers.

11. Conferences should be scheduled between critic teachers and student teachers whenever necessary, but should not be rigidly scheduled.

12. Student teaching should be done in the presence of the supervising teacher at first, but later the student teacher should be permitted to carry on alone without the supervising teacher present.

13. Group conferences of student teachers are desirable.

14. Separate gradings on the elements of the student teachers' work should, at the end of the term, be combined into single grades.

15. Student teachers should be required to make observations and reports of classes conducted by good teachers.

Milton Campbell Burton\textsuperscript{11} made an investigation concerning the practice teaching requirements of the approved teachers' colleges in New England and New York State. The purpose of his study was to attempt to make specific recommendations for the improvement of practice teaching requirements at Keene Teachers College.

The aspects of the practice teaching program which were investigated included the observation phase, the

\textsuperscript{11} Burton, Milton Campbell, \textit{A Study of Practice Teaching Requirements in Teachers' Colleges in New England and New York State}, Service Paper, Boston University, Boston, Mass., 1948.
participation period, practice teaching methods, and general aspects of practice teaching.

The survey method was used in gathering data for this study. Return postcards were sent to the presidents of 25 teachers' colleges in New England and New York, asking if they would be willing to participate. Two teachers' colleges stated that a study of this type did not pertain specifically to them. A checklist was sent to the 23 teachers' colleges which indicated a willingness to cooperate. Of the 23 inquiries sent, 21 replies were received.

Burton's study revealed that the majority of colleges are carrying out some type of organized program of observation and participation in practice teaching. The following conclusions were drawn from the survey:12

1. Practice teaching takes place most frequently in the sixth, seventh, and eighth semesters of college.

2. Fifty per cent of the colleges favored the 18 week period for practice teaching.

3. Secondary school practice teachers are trained either in city schools where the colleges are located or in secondary schools throughout the respective states.

4. Most colleges do not permit students to take college courses on campus and carry on their practice-teaching duties at the same time.

12 Ibid, pps. 48-49.
5. Holding conferences is an important part of the training of student teachers.

6. Most colleges attach great importance to the practice teaching phase of education for the prospective teacher.

A review of research in the area of practice teaching indicates that very little has been done in determining those principles and procedures which supervisors on both the high school and college levels consider to be of value to the student-teaching period, which is the primary objective of this study.
CHAPTER III

METHOD OF PROCEDURE

The purpose of this study was to determine the fundamental procedures and practices for the business education classroom teacher who supervises the student teacher during his practice teaching period.

The procedures used in conducting this study were as follows:

1. A review of literature and research was made (a) to ascertain the results of previous research made in relation to the supervision of practice teachers, and (b) to determine the technique of constructing and analyzing the results of the questionnaire.

2. An inquiry form was constructed for the purpose of obtaining the opinions of high school teacher-supervisors and college teacher-training supervisors concerning (a) the supervisor's background, (b) student teacher placement, (c) information to be given to the student teacher at the beginning of his training period, (d) the teaching situation, and (e) the non-teaching situation. The inquiry form was duplicated and placed in the hands of a seminar group for criticism. The questionnaire was
then reconstructed and made ready for distribution. (See Appendix)

3. A letter of transmittal to accompany the questionnaire was composed, and a follow-up card was prepared. (See Appendix)

4. A list of experienced high school teacher-supervisors was obtained from the supervisors of student teaching at Boston University and Salem State Teachers College.

5. A list of college teacher-training supervisors in business education was obtained from the supervisors of teacher-training at Boston University and Ohio State University.

6. The inquiry form and the accompanying letter were mailed to 84 high school teacher-supervisors and 24 college teacher-training supervisors.

7. Follow-up cards were sent out to those who had not returned the questionnaires.

8. The data from the returned questionnaires were analyzed, compiled into tables, and interpreted.

9. The summary, conclusions, and recommendations were formulated, based upon the data obtained.
CHAPTER IV

ANALYSIS OF THE DATA

Scope of the Chapter

The material presented in this chapter is an analysis of the responses of high school teacher-supervisors and college teacher-training supervisors who cooperated in this study by filling out an inquiry form. These results were tabulated and assembled into the tables which follow. As two separate groups were surveyed, i.e., high school teacher-supervisors and college teacher-training supervisors, the tables were divided according to the opinions of each. For easier interpretation, the results of the study were rounded to the nearest whole per cent.

Report of Returns of Inquiry Form

Questionnaires were mailed to 108 prospective participants and replies were received from 77 respondents, or a return of 71 per cent. Of this number, two were returned blank, as both recipients had no experience in student teacher supervision. Thus a total of 75 replies, or 69 per cent of the 108 inquiry forms sent out, formed the basis for the conclusions of this study.
Of the 84 forms sent to high school teacher-supervisors, 64 were returned, as shown in Table I. Sixty-three, or 75 per cent, of the returns were acceptable.

**TABLE I**

**TOTAL RETURNS FROM INQUIRY FORMS**

<table>
<thead>
<tr>
<th>Group</th>
<th>No. Forms Sent</th>
<th>No. Accepted</th>
<th>No. Rejected</th>
<th>% Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>H. S. Supervisors</td>
<td>84</td>
<td>63</td>
<td>1</td>
<td>75</td>
</tr>
<tr>
<td>College Supervisors</td>
<td>24</td>
<td>12</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>Totals</td>
<td>108</td>
<td>75</td>
<td>2</td>
<td>69</td>
</tr>
</tbody>
</table>

for use, and one was blank. The questionnaire was mailed to 24 college teacher-training supervisors, and 13 replies were received; 12, or 50 per cent of the inquiry forms sent to this group, were usable, and one was blank.

**Supervisor's Background**

**Educational.** Table II presents the educational background of the supervisors who participated in this study.

Of the 63 high school teacher-supervisors surveyed, eight, or 13 per cent, reported no degrees, but notations indicated that many of those in this group have periodically taken courses at various colleges and universities.
Several respondents noted that they were graduated from normal schools before degrees were awarded by those institutions. Ten, or 16 per cent, of the replies in this group stated that they have Bachelor’s degrees; 13, or 21 per cent, have done graduate work beyond the Bachelor’s degree; 24, or 38 per cent, have Master’s degrees; six, or 10 per cent, have continued study beyond the Master’s degree; and none have completed work on the doctorate level. Of the inquiry forms returned, two failed to fill out the section of the questionnaire relating to their educational background.

Of the twelve supervisors on the college level, three respondents, or 25 per cent, held Master’s degrees; eight,
or 67 per cent of those replying, have done work beyond the Master's degree; one held a Doctor's degree.

Among the high school teacher-supervisors, 43, or 69 per cent of those responding, indicated that they had continued study beyond the Bachelor's degree, while nine, or 75 per cent, of the college supervisors have continued work beyond the Master's degree.

**Years of Teaching Experience of Supervisors.** The information given in Table III shows the years of teaching experience of supervisors of student teachers. Because of the wide disparity in the years of teaching, and for compactness of the table, the number of years were grouped into fives.

**TABLE III**

<table>
<thead>
<tr>
<th>YEARS OF TEACHING EXPERIENCE OF SUPERVISORS</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Years of Teaching</th>
<th>H.S. Teacher-Supervisors</th>
<th>College Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>1 - 5</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>6 - 10</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>11 - 15</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>16 - 20</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>21 - 25</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>26 Plus</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>No answer</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Four of the high school teacher-supervisors had taught from one to five years; nine, from six to ten years; eight, from 11 to 15 years; ten, from 16 to 20 years; 12, from 21 to 25 years; and 18, or 29 per cent, had taught 26 years or more. Two of the high school teacher-supervisors did not answer this question.

Of the college supervisors, two had from one to five years of teaching experience; two had from six to ten years; three, from 11 to 15 years; two, from 16 to 20 years; two, from 21 to 25 years; and one college supervisor had taught more than 26 years.

Forty-eight, or about 77 per cent, of the high school teacher-supervisors had ten or more years of teaching experience. Of the 12 college supervisors responding, eight, or about 67 per cent, had taught for ten years or more.

**Approximate Number of Student Teachers Supervised.**

The writer recognized that in cases where many student teachers had been supervised it would be virtually impossible for the supervisor to give an exact figure. Consequently, the question asked for the "approximate" number of student teachers supervised. The results of this question are shown in Table IV.

Fifty-six, or 89 per cent, of the high school teacher-supervisors answered this question. Of this number, 18, or
TABLE IV
APPROXIMATE NUMBER OF STUDENT TEACHERS SUPERVISED

<table>
<thead>
<tr>
<th>Number of Student Teachers</th>
<th>H.S. Teacher-Supervisors</th>
<th>College Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>1 - 5</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>6 - 10</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>11 - 15</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>16 - 20</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>21 - 25</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>26 Plus</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>No answer</td>
<td>7</td>
<td>11</td>
</tr>
</tbody>
</table>

29 per cent, had acted as critic teacher for no more than five student teachers; 14 had supervised from six to ten; 11, from 11 to 15 student teachers; six, from 16 to 20 student teachers; one, from 21 to 25 student teachers; and six had supervised 26 trainees or more. Seven respondents did not answer this question.

Of the college supervisors, two had supervised from six to ten student teachers, and ten, or 83 per cent of those replying to this question, had supervised 26 or more student teachers.

Among high school supervisors the estimates in the "26 plus" group ranged from 30 to 100, while the college supervisors in the same group ranged upward to 200 plus.
Supervisors' Experience with Practice Teaching. The responses to questions presented in Table V are a combination of fact and opinion. Supervisors were asked (1) if they had practice teaching as a part of their training, (2) if they had supervised student teachers, and (3) if they believed the student-teaching period to be valuable.

TABLE V
SUPERVISORS' EXPERIENCE WITH PRACTICE TEACHING

<table>
<thead>
<tr>
<th>Statement</th>
<th>H.S. Teacher-Supervisors</th>
<th>College Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&quot;Yes&quot;</td>
<td>&quot;No&quot;</td>
</tr>
<tr>
<td>Had student teaching as part of training</td>
<td>37</td>
<td>26</td>
</tr>
<tr>
<td>Have supervised student teachers</td>
<td>61</td>
<td>2</td>
</tr>
<tr>
<td>Believe student teaching period valuable</td>
<td>63</td>
<td>0</td>
</tr>
</tbody>
</table>

Thirty-seven, or 59 per cent, of the high school teacher-supervisors had student teaching as part of their training, while 26, or 41 per cent, did not. Six, or 50 per cent, of the college supervisors had a student-teaching period, while the remaining six did not.

In response to the second question, 61 of the teacher-critics, or 97 per cent, had experience in supervising student teachers; two respondents had no experience in
supervision, but filled out the questionnaire on the basis of their own student-teaching period. All twelve college supervisors were experienced in student-teacher supervision.

The 75 participants in this survey believe the student-teaching period to be a valuable experience for prospective teachers.

Subjects Supervised. Respondents to the inquiry form were asked to check the subjects in which they had acted as supervisors. Table VI lists the subjects that

<table>
<thead>
<tr>
<th>Subjects</th>
<th>H.S. Teacher- Supervisors</th>
<th>College Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Typewriting</td>
<td>43</td>
<td>68</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>33</td>
<td>52</td>
</tr>
<tr>
<td>shorthand</td>
<td>33</td>
<td>52</td>
</tr>
<tr>
<td>Commercial Geography</td>
<td>19</td>
<td>30</td>
</tr>
<tr>
<td>Business Mathematics</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>Office Practice</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>Commercial Law</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>Junior Business Training</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Economics</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Salesmanship</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Business Organization</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Secretarial Training</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Penmanship</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Business English</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
are commonly taught in the field of business education, and the number and per cent of teachers who indicated that they had acted as supervisors in each subject.

Among both high school teacher-supervisors and college supervisors, typewriting, bookkeeping, and shorthand were by far the most frequently supervised subjects. Three replies listed subjects not included on the inquiry form, namely, secretarial practice, penmanship, and business English.

Student Teacher Placement

The second area of the questionnaire dealt with the opinions of supervisors in relation to the placement of student teachers in public high schools for their practice-teaching period.

**General Principles Concerning Student Teacher Placement.** Table V shows the expressions of opinion in relation to student-teacher placement.

Fifty-six, or 89 per cent, of the high school teacher-supervisors felt that a student teacher should not be assigned to a supervisor without the latter's express approval; five expressed the opinion that an administrator or department head should assign a student teacher to a teacher-supervisor without the latter's express approval;
<table>
<thead>
<tr>
<th>General Principles</th>
<th>H.S. Teacher-Supervisor</th>
<th>College Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&quot;Yes&quot; No. %</td>
<td>&quot;No&quot; No. %</td>
</tr>
<tr>
<td>Student Teacher assigned to teacher-supervisor without latter's approval</td>
<td>5 8 56 89 2 3</td>
<td>0 0 12 100 0 0</td>
</tr>
<tr>
<td>Personal interview with student teacher before accepting him for training</td>
<td>41 65 20 32 2 3</td>
<td>9 75 1 8 2 17</td>
</tr>
<tr>
<td>Information about student teacher's college background sent to teacher-supervisor</td>
<td>42 67 16 25 5 8</td>
<td>11 92 1 8 0 0</td>
</tr>
<tr>
<td>More than one student teacher assigned to a supervisor at one time</td>
<td>10 16 50 79 3 5</td>
<td>4 33 7 58 1 8</td>
</tr>
<tr>
<td>Student teacher assigned to a school he attended as a pupil</td>
<td>31 49 25 40 7 11</td>
<td>4 33 7 58 1 8</td>
</tr>
</tbody>
</table>
and two failed to answer this question. Twelve, or 100 per cent, of the college supervisors indicated that the teacher-supervisor should approve the student-teacher assignment.

In respect to a personal interview with the student teacher before he is accepted for training, 41, or 65 per cent, of the teacher-critics felt that such an interview should be held; 20, or 32 per cent, did not feel that an interview was necessary; two did not answer the question. Of the 12 college supervisors, nine, or 75 per cent, expressed the opinion that an interview should be held; one stated that no interview was needed; two respondents did not answer the question.

Should the teacher-supervisor have information sent to him concerning the student teacher's educational background and college activities? Of the 63 teacher-supervisors participating, 42, or 67 per cent, said "yes;" 16 said "no;" and five failed to answer. Eleven, or 92 per cent, of the college supervisors answered "yes;" one said "no." One of the college supervisors who answered "yes" added the comment, "But not grades."

To the question asking if more than one student teacher should be assigned to a supervisor at one time, 50, or 79 per cent, of the high school teacher-supervisors' answers were "no;" 10, or 16 per cent, said "yes;" three
did not answer. One teacher-critic made the notation, "Depends on the supervisor's teaching load." Seven, or 58 per cent, of the college supervisors felt that only one student teacher should be assigned at one time; four were of the opinion that more than one should be assigned; one college supervisor did not answer the question.

Thirty-one, or 49 per cent, of the high school teacher-supervisors expressed the opinion that a student teacher might be assigned to a school which he had attended as a pupil; 25, or 40 per cent, felt that this was not advisable; seven gave no answer. Of the college supervisors, seven, or 58 per cent, were not in favor of assigning the student teacher to a school which he had attended as a pupil; four expressed the opinion that this practice was acceptable; one respondent did not answer this question.

Some of the comments offered in relation to this question were as follows:

1. "Yes, but a new situation is preferable."
2. "I have had several. It seems to spur them on to do good work."
3. "Depends on the size of the school. Works well in a large school."
4. "Unless he knows personally many of the students."
5. "Better to get acquainted with another system."
Number of Student Teachers to be Assigned. Table VIII is a tabulation of the responses to the question, "Assuming that the student-teaching period is at least eight weeks in length, how many student teachers should be assigned to a teacher-supervisor during a school year?"

In response to this question, opinions between the two groups differed somewhat. Close to 50 per cent of the teacher-critics felt that one student teacher a year was sufficient, while college supervisors were 50 per cent in favor of one student teacher assigned a semester.

**TABLE VIII**

**NUMBER OF STUDENT TEACHERS TO BE ASSIGNED**

<table>
<thead>
<tr>
<th>Student Teacher Assignment</th>
<th>H.S. Teacher-Supervisors</th>
<th>College Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>One a year</td>
<td>29</td>
<td>46</td>
</tr>
<tr>
<td>One a semester</td>
<td>23</td>
<td>37</td>
</tr>
<tr>
<td>Two a semester</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>No answer</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

To be exact, 29, or 46 per cent, of the teacher-critics favored one student teacher a year; 23, or 37 per cent, one a semester; five, two a semester; two suggested other assignments; four respondents did not answer. The
two suggestions offered were: (1) "Would have no objection to four or five," and (2) "Depends on teacher. Some enjoy working with student teachers, while others do not."

As previously stated, six, or 50 per cent, of the college supervisors preferred the assignment of one student teacher a semester; three, or 25 per cent, favored two a semester; and one indicated his preference for one a year. Two college supervisors made other suggestions: (1) "About 10 is more economical, and if time is provided, just as efficient," and (2) "Depends on length of assignment and the training of the teacher-supervisor."

Information to be Given to the Student Teacher at the Beginning of His Training Period

**General Information About the School and the Student Body.** The opinions summarized in Table IX in regard to general information about the school and the student body indicated that the majority of the high school teacher-supervisors were in favor of giving the student teacher general information about the school, but were fairly evenly divided in their opinions in regard to giving the student teacher general information about the background of the student body. Sixty-one, or 97 per cent, favored giving information on the physical layout of the building; one considered this unnecessary; and one answer was blank.
### TABLE IX

GENERAL INFORMATION ABOUT THE SCHOOL AND THE STUDENT BODY

<table>
<thead>
<tr>
<th>Information Given Student Teacher</th>
<th>H.S. Teacher-Supervisor</th>
<th>College Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&quot;Yes&quot; No. %</td>
<td>&quot;No&quot; No. %</td>
</tr>
<tr>
<td>Physical layout of the building</td>
<td>61 97 1 2</td>
<td>12 100 0 0</td>
</tr>
<tr>
<td>Building rules and regulations</td>
<td>62 98 1 2</td>
<td>12 100 0 0</td>
</tr>
<tr>
<td>Teaching aids available</td>
<td>63 100 0 0</td>
<td>12 100 0 0</td>
</tr>
<tr>
<td>Fire drill regulations</td>
<td>63 100 0 0</td>
<td>12 100 0 0</td>
</tr>
<tr>
<td>Location of materials and supplies</td>
<td>55 87 7 11 1 2</td>
<td>12 100 0 0</td>
</tr>
<tr>
<td>Economic background of the student body</td>
<td>33 52 27 43 3 5</td>
<td>10 83 2 17 0 0</td>
</tr>
<tr>
<td>Racial background of the student body</td>
<td>30 48 30 48 3 5</td>
<td>9 75 3 25 0 0</td>
</tr>
<tr>
<td>Social background of the student body</td>
<td>28 44 29 46 6 10</td>
<td>10 83 2 17 0 0</td>
</tr>
</tbody>
</table>
Sixty-two, or 98 per cent of those responding, felt that student teachers should be given information about building rules and regulations; one indicated that he was against it. All 63 respondents, or 100 per cent of the replies, expressed the opinion that student teachers should be informed about fire drill regulations and available teaching aids. On the question of the location of materials and supplies, 55, or 87 per cent of the teacher-critics, took the viewpoint that the student teacher should be informed of their location; seven, or 11 per cent, felt that this was unnecessary; one did not answer the question. The trend of opinions regarding the background of the student body was somewhat different. Thirty-three, or 52 per cent of the respondents, indicated a belief that the student teacher should have information on the economic background; 27, or 43 per cent, were opposed; three respondents did not answer. Thirty, or 48 per cent of those replying, were in favor of giving the student teacher information on the racial background; 30, or 48 per cent, were opposed to giving this information; and three did not answer. Twenty-eight, or 44 per cent, felt that the student teacher should be informed about the social background; 29, or 46 per cent, found this information unnecessary; six did not answer.
College supervisors were unanimously in favor of giving the student teachers general information about the school, and the majority were of the opinion that student teachers should be given background information about the student body as a whole. Ten, or 83 per cent, of the college supervisors indicated a belief that the student teacher should be informed about the economic background; two did not feel that this information was necessary to the trainee. Nine, or 75 per cent, of the respondents favored informing the student teacher about the racial background; three, or 25 per cent, felt that this was not necessary. Ten of those replying, or 83 per cent, were of the opinion that the student teacher should have information on the social background; two were opposed to giving this information to the student teacher.

Other comments and suggestions offered by the respondents regarding additional information that should be given to the student teacher were:

1. Scholastic ability of business pupils.
2. Teacher personnel, and the philosophy of the school.
3. General information should be given from a positive viewpoint only.
4. Student teacher should receive any information that would help him.
5. Information on curriculum of the school and the department, and teaching materials.
6. Information on the background of the student body should be given depending upon the character and personality of the student teacher.

7. Information on the background of the student body would be helpful but would take too much time.

8. The student teacher should be told everything about the pupils and the plant that could conceivably concern him.

Information to Student Teacher About Pupils in the Classes to Which the Former is Assigned. Table X is a summary of the opinions of supervisors in respect to giving the student teacher information about the pupils in his classes who are (1) problem pupils, (2) physically-handicapped pupils, (3) mentally-handicapped pupils, and (4) socially-handicapped pupils. As was evidenced in Table IX, here again college supervisors rank higher in favor of supplying the student teacher with information than do high school teacher-supervisors.

Of the 63 high school teacher-supervisors, 31, or 49 per cent, approved of informing the student teacher about the problem pupils; 31, or 49 per cent, were opposed; one did not answer. Ten, or 83 per cent, of the college supervisors felt that the student teacher should be informed about problem pupils; two did not approve.

Sixty-two, or 98 per cent, of the high school supervisors favored informing the student teacher about the
TABLE X
INFORMATION GIVEN THE STUDENT TEACHER ABOUT INDIVIDUAL PUPILS IN THE CLASS

<table>
<thead>
<tr>
<th>Information</th>
<th>H.S.T-Supervisor</th>
<th>College Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&quot;Yes&quot; No. %</td>
<td>&quot;Yes&quot; No. %</td>
</tr>
<tr>
<td></td>
<td>&quot;No&quot; No. %</td>
<td>&quot;No&quot; No. %</td>
</tr>
<tr>
<td></td>
<td>&quot;No Ans.&quot; No. %</td>
<td>&quot;No Ans.&quot; No. %</td>
</tr>
<tr>
<td>Problem pupils</td>
<td>31 49</td>
<td>10 83</td>
</tr>
<tr>
<td>Physically-handicapped pupils</td>
<td>62 98</td>
<td>11 92</td>
</tr>
<tr>
<td>Mentally-handicapped pupils</td>
<td>43 76 14 22</td>
<td>10 83</td>
</tr>
<tr>
<td>Socially-handicapped pupils</td>
<td>30 48 28 44</td>
<td>10 83</td>
</tr>
</tbody>
</table>

physically-handicapped pupils; one answer was blank.

Eleven of the 12 college supervisors, or 92 per cent, approved of informing the student teachers.

In regard to the mentally-handicapped pupils, 48, or 76 per cent, of the teacher-critics gave an affirmative answer; 14, or 22 per cent, were opposed; one failed to reply to this question. Among the college supervisors, ten, or 83 per cent, favored informing the trainee; two, or 17 per cent, felt that this was unnecessary.

According to 30, or 48 per cent, of the high school teacher-supervisors, student teachers should be given information about the socially-handicapped pupils; 28, or 44 per cent, were against giving student teachers this
information; five respondents did not answer. Ten college supervisors, or 83 per cent, answered in the affirmative; two did not approve.

Comments made by supervisors in relation to these questions were as follows:

1. Give helpful information only.
2. Student teachers should find out through observation.
3. Information might bias student teacher. He might not use it objectively.
4. They (problem pupils) may be problems to the teacher-supervisor only.

Supervising the Student Teacher in the Teaching Situation

Induction of the Student Teacher. Supervisors were asked to express their opinions of the way or ways in which they felt the student teacher might best be inducted into classroom teaching. Table XI gives a summary of the replies of the supervisors.

Seventy-five per cent of the high school teacher-supervisors favored having the student teacher conduct a well-planned lesson for the entire period. Thirty-five, or 56 per cent, of the teacher-critics indicated their preference for inducting the student teacher by having him teach one phase of the lesson for part of the period.
Teamwork was third in popularity, with 52 per cent of the respondents expressing approval of this method. The four least accepted methods were remedial teaching, individual instruction, planning and assigning homework, and teaching a small group within the class.

Fifty-eight per cent of the responses from college supervisors listed teamwork as an approved method of inducting the student teacher to the teaching situation. Fifty per cent of the college supervisors checked the following three methods: (1) teaching one phase of the lesson
for part of the period, (2) individual instruction, and (3) teaching a small group within the class. The three least popular methods with college supervisors were teaching a well-planned lesson for the entire period, remedial teaching, and planning and assigning homework.

Other suggestions offered by these respondents were:

1. Teaching a well-prepared phase of one unit. (Seven to ten periods.)

2. Conducting a review of work taught by the supervisor while the student teacher has been observing. (To take only a part of the period.)

3. Handling routine matters and make-up work.

4. Observing, then taking full responsibility for two classes for one semester.

Number of Lessons Observed Before Beginning Instruction. An attempt was made in this study to determine the opinions of supervisors in regard to how many lessons the average student teacher should observe before he begins instruction. Table XII is a summary of the responses to this question.

Twenty-five, or 40 per cent, of the high school teacher-supervisors responding felt that the average student teacher should observe five periods of instruction before he is permitted to conduct the lesson. Thirty-three per cent of the teacher-critics stated that the trainee should have ten periods of observation before he begins teaching the
class. A total of 58 teacher-supervisors, or 92 per cent of the replies, indicated that the average student teacher should observe from five to ten lessons before beginning instruction.

### TABLE XII

**NUMBER OF LESSONS OBSERVED BY THE STUDENT TEACHER BEFORE HE BEGINS INSTRUCTION**

<table>
<thead>
<tr>
<th>Number of Periods</th>
<th>H.S. Teacher-Supervisors</th>
<th>College Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>25</td>
<td>40</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>10</td>
<td>21</td>
<td>33</td>
</tr>
<tr>
<td>11</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>No answer</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Four, or 33 per cent, of the college supervisors felt that the student teacher should have ten periods of observation before he begins teaching. The remaining eight college supervisors were widespread in their opinions.
A total of seven, or 58 per cent, of the college trainers indicated that from five to ten periods of observation should be adequate for the average student teacher.

Seventeen of the 75 supervisors participating, or about 23 per cent, made comments to the effect that the length of the observation period would depend upon the ability of the student teacher, the subject to be taught, and the type of class. One supervisor made the suggestion that the student teacher should observe one complete unit.

**Number of Lessons Taught by the Student Teacher Before Teaching Without Supervision.** In response to a question to determine the approximate number of lessons the average student teacher should instruct before he is permitted to conduct the class without the teacher-supervisor present, the answers ranged from, "I prefer to let them teach their first lesson or two alone" to "Never." Table XIII is a summary of this information.

Of the high school teacher-supervisors, 30 per cent expressed the opinion that the student teacher could be left unsupervised after the fifth lesson. Seventeen per cent felt that ten lessons should be observed by the teacher-critic before the trainee is ready to teach without supervision. Thirty-five respondents, or a return of 56 per cent of the high school supervisors replying,
TABLE XIII
NUMBER OF LESSONS TAUGHT BY THE STUDENT TEACHER BEFORE HE CONDUCTS A CLASS WITHOUT SUPERVISION

<table>
<thead>
<tr>
<th>Number of Periods</th>
<th>H.S. Teacher-Supervisors</th>
<th>College Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>19</td>
<td>30</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>11</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>13</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>16</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>17</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>18</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>19</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Never</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Others</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>No answer</td>
<td>6</td>
<td>10</td>
</tr>
</tbody>
</table>

believed that the average student teacher should conduct between five and ten lessons before he is left unsupervised.

College supervisors showed a wide range of opinion in their replies to this question. Six of the 12 college
trainers stated that from two to eight periods of supervision by the teacher-critic were advisable before the student teacher is left to conduct the class alone.

Twenty-two of the 75 replies to this question included comments to the effect that the length of time the student teacher should teach before he is left unsupervised depends upon his ability, the type of class, and the subject to be taught. One high school teacher-supervisor felt that the trainee should not be left unsupervised for successive days.

**Lesson Plans.** In an effort to discover the viewpoints of supervisors regarding lesson plans, they were asked if the teacher-supervisor should require lesson plans from the student teacher. Those who replied in the affirmative were asked if lesson plans should be detailed, and if the teacher-supervisor should be expected to criticize them constructively. In addition, supervisors were requested to check one of the following: Should the teacher-supervisor be expected to (1) examine the first five lesson plans, (2) examine all lesson plans, (3) examine the first few lesson plans and occasionally spot-check the remainder? Tables XIV, XV, and XVI summarize the results of these responses.
In answer to the first question, 94 per cent of the high school teacher-supervisors believed that lesson plans should be required; six per cent of the respondents felt that it was unnecessary to require them. All 12 college supervisors favored required lesson plans.

Of the 59 high school teacher-critics who expressed the opinion that lesson plans should be required, 57 per cent felt that they should be detailed; 37 per cent did not consider detailed plans were needed; four respondents who favored lesson plans did not answer this question. Ninety-one per cent of the high school supervisors in this group indicated that lesson plans should be constructively criticized by the teacher-supervisor; two respondents were opposed to this point of view; four, or six per cent, failed to answer.

College supervisors were fairly evenly divided in their opinions, with 58 per cent in favor of detailed
TABLE XV
RESPONSES ON REQUIRED LESSON PLANS

<table>
<thead>
<tr>
<th>Statements</th>
<th>H.S.T-Supervisor</th>
<th>College Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Detailed lesson plans</td>
<td>36</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>58</td>
</tr>
<tr>
<td>Constructively criticized</td>
<td>57</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

lesson plans and 42 per cent were opposed. They were unanimous in the opinion that lesson plans should be constructively criticized by high school teacher-supervisors.

The third question dealt with the extent to which the teacher-critic should check the lesson plans prepared by the student teacher. Both groups of supervisors were in accord in their responses.

TABLE XVI
RESPONSES CONCERNING THE CHECKING OF LESSON PLANS BY THE HIGH SCHOOL TEACHER-SUPERVISOR

<table>
<thead>
<tr>
<th>Statements</th>
<th>H.S. Teacher-Supervisors</th>
<th>College Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine first five lesson plans</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Examine all lesson plans</td>
<td>19</td>
<td>30</td>
</tr>
<tr>
<td>Examine first few lesson plans and spot-check remainder</td>
<td>41</td>
<td>65</td>
</tr>
<tr>
<td>No answer</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>
Sixty-five per cent of the high school teacher-supervisors were in favor of examining the first few lesson plans and spot-checking the remainder; 58 per cent of the college supervisors expressed the same opinion. Of the high school teacher-critics, 30 per cent indicated that all lesson plans should be examined; 33 per cent of the replies from college supervisors favored this policy.

Some of the comments offered by the respondents in relation to this question were as follows:

1. The form should be detailed at first, and then should gradually attain a more natural form, like that used by the teacher.

2. The plan should be detailed enough to show a grasp of the lesson.

3. A lesson plan is a means to an end. It should taper from elaborate to a type adapted to the individual for his use as a regular full-time teacher.

4. Plans should be detailed to clarify the student teacher's thinking.

5. If the lesson plan is too detailed, the lesson is apt to be more mechanical.

Handling Difficult Classroom Situations Which Involve the Student Teacher. Occasionally situations arise while the student teacher is conducting the class which demand careful handling. Three situations of this type were cited on the questionnaire, and supervisors were asked
to indicate how they felt they might best help the student teacher in each of these cases. Table XVII shows the responses of the supervisors.

### TABLE XVII

**HANDLING DIFFICULT CLASSROOM SITUATIONS WHICH ARISE WHEN THE STUDENT TEACHER IS CONDUCTING THE CLASS**

<table>
<thead>
<tr>
<th>Situations</th>
<th>H.S.Teacher-Supervisors</th>
<th>College Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Serious difficulty in presenting subject matter:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Interrupt</td>
<td>32</td>
<td>51</td>
</tr>
<tr>
<td>b. Discuss it later</td>
<td>23</td>
<td>37</td>
</tr>
<tr>
<td>c. No answer</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Misstatement of fact by student teacher:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Interrupt</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>b. Discuss it later</td>
<td>47</td>
<td>75</td>
</tr>
<tr>
<td>c. No answer</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Serious difficulty in handling discipline:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Interrupt</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>b. Discuss it later</td>
<td>34</td>
<td>54</td>
</tr>
<tr>
<td>c. No answer</td>
<td>11</td>
<td>17</td>
</tr>
</tbody>
</table>

The first situation concerned serious difficulty in the presentation of subject matter. Supervisors were asked if they would (1) tactfully interrupt and straighten out the situation, or (2) let the student teacher continue and discuss the matter with him later in conference.
Fifty-one per cent of the high school teacher-supervisors indicated that they would interrupt the student teacher; 37 per cent of the respondents felt that they should let the trainee continue and discuss it with him later in conference; eight respondents did not answer this question.

Of the college supervisors, 83 per cent were in favor of discussing it later with the student teacher, while 17 per cent felt that the student teacher should be interrupted and helped when the situation occurred.

Supervisors were asked to indicate how they would handle the situation if the student teacher stated an incorrect fact in subject matter. Seventy-five per cent of the teacher-supervisors felt that they should not interrupt, but should discuss it later in conference; 22 per cent favored correcting the misstatement on the spot; two respondents did not answer. All 12 college supervisors felt that the student teacher should handle the situation as best he could without interruption by the teacher-critic.

The third situation related to a serious discipline problem which was not being handled effectively by the student teacher. Of the high school teacher-supervisors, 54 per cent felt they should let the student teacher handle the problem and discuss it with him later in
conference. Twenty-nine per cent of the replies indicated that they would intervene and settle the disciplinary action themselves. Eleven of the respondents did not answer this question. Ninety-four per cent of the college supervisors believed that the teacher-supervisor should not intervene; eight per cent, that the teacher-supervisor should interrupt and handle the disciplinary action himself.

Conflicting comments made by the supervisors in regard to these cases were as follows:

1. Follow the procedure which would create less embarrassment for the student teacher.

2. Disciplinary action must be "on the spot."

3. Don't intervene unless the student teacher requests aid.

Supervising the Student Teacher in the Non-Teaching Situation

The inquiry form sought the opinions of supervisors in relation to conferences between the student teacher and the high school teacher-supervisor, the duties of the student teacher, the responsibility of the student teacher outside of the classes to which he is assigned, and the free time, if any, which should be allotted in the student teacher's schedule.
Frequency of Conferences. Supervisors were asked how often the teacher-supervisor should schedule conferences with the student teacher. The results of this question are shown in Table XVIII. Seventy-one per cent of the high school teacher-supervisors replying felt that conferences should be held when deemed necessary by the teacher-critic or requested by the student teacher; 21 per cent, after each lesson taught by the student teacher; two per cent, one conference a week; six per cent of the respondents in this group offered other suggestions.

**TABLE XVIII**

**FREQUENCY OF CONFERENCES BETWEEN THE STUDENT TEACHER AND THE TEACHER-SUPERVISOR**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>H.S. Teacher-Supervisors</th>
<th>College Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>After each lesson</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>Two conferences a week</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>One conference a week</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>When deemed necessary</td>
<td>45</td>
<td>71</td>
</tr>
<tr>
<td>Others</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

Of the 12 college supervisors responding, 42 per cent favored holding conferences when they were deemed necessary by the teacher-critic or requested by the student teacher; 25 per cent felt that conferences should be held
after each lesson taught by the student teacher; eight per cent, two conferences a week; eight per cent, one conference a week. Two college supervisors suggested other methods.

Other suggestions offered by supervisors were:

1. At first, after each lesson, then gradually reduce the number of conferences from two a week to one a week.

2. For the first seven or eight lessons, hold a conference each day; later, twice a week.

3. Conferences should be held daily.

**Content of the Conferences.** In Table XIX the findings concerning the subjects to be discussed in conferences have been tabulated. Teacher-critics were unanimous in the belief that conferences should be concerned with constructive criticism of the student teacher's teaching procedure. Ninety-four per cent of the high school teacher-supervisors were in favor of discussing the content of the lesson during the conference period; one teacher-critic felt that this was unnecessary.

In regard to the discussion of discipline problems during conferences, 95 per cent of the high school supervisors said "Yes;" two per cent, "No;" two teacher-critics did not answer this question.

Fifty-three per cent of the replies from this group felt that personal mannerisms of the student teacher
should be discussed in conference; 13 per cent were opposed; three per cent did not answer.

Forty-eight, or 76 per cent, of the respondents were in favor of constructively criticizing the student teacher's personal appearance, while 21 per cent of this group did not favor this.

College supervisors were unanimous in their belief that each of these items had a place in the conference between the high school teacher-supervisor and the student teacher.

The following suggestions made by the respondents which might be included in these conferences were:
1. Speech tone and speech difficulties
2. Student teacher's attitude (apologetic, domineering, friendly, etc.)
3. Mechanical details (room conditions, etc.)
4. Results of the lesson
5. Motivation and pupil response
6. Making, presenting, correcting, and grading tests
7. Student teacher's use of English

One of the college supervisors made this comment: "The object (of the conference) should be to build a basis for growth in directing the teaching-learning process and becoming a better prepared person."

Duties of the Student Teacher. The respondents were asked to express their opinions regarding the duties of the student teacher. A list of duties were presented in the inquiry form, and supervisors were asked to indicate if (1) these duties should be required of the student teacher, (2) the student teacher should not be permitted to participate, or (3) these activities should be optional with the student teacher. Table XX contains a summary of the answers to this question.

More than 50 per cent of the high school teacher-supervisors felt that the student teacher should be required to perform the following duties:
1. Correct all papers in classes which he teaches
2. Assign letter grades to papers which he marks
3. Construct tests
4. Administer tests
5. Be responsible for checking lights, ventilation, attendance, etc.
6. Do remedial work with individual pupils
7. Assist pupils with makeup work after absences.

Of this same group, better than 50 per cent felt that the student teacher should not be permitted to undertake the following duties:

1. Average marks for the teacher-supervisor at the end of the marking period
2. Take full responsibility for an extra-curricular activity

Again, more than half of the respondents in this group indicated that the following duties should be optional with the student teacher:

1. Take full responsibility for the bulletin board
2. Assist with an extra-curricular activity

The viewpoints of the high school teacher-supervisors were more evenly divided on the other five duties listed on the questionnaire.

In response to the question concerning the duties of the student teacher, 50 per cent or more of the college
<table>
<thead>
<tr>
<th>Suggested Duties</th>
<th>H.S. Teacher-Supervisor</th>
<th>College Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct papers in the classes in which he observes</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>Correct papers in the classes which he teaches</td>
<td>52</td>
<td>83</td>
</tr>
<tr>
<td>Assign letter grades to papers which he marks</td>
<td>49</td>
<td>78</td>
</tr>
<tr>
<td>Average marks for teacher-supervisor at end of marking period</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>Construct tests</td>
<td>54</td>
<td>86</td>
</tr>
<tr>
<td>Administer tests</td>
<td>58</td>
<td>92</td>
</tr>
<tr>
<td>Take responsibility for bulletin board</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>Take responsibility for checking lights, etc.</td>
<td>40</td>
<td>64</td>
</tr>
</tbody>
</table>
### TABLE XX (Continued)

**DUTIES OF THE STUDENT TEACHER**

<table>
<thead>
<tr>
<th>Suggested Duties</th>
<th>H.S. Teacher-Supervisor</th>
<th>College Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&quot;Yes&quot;</td>
<td>No.</td>
</tr>
<tr>
<td>Do remedial work with individual pupils</td>
<td>44</td>
<td>70</td>
</tr>
<tr>
<td>Assist pupils with makeup work after absences</td>
<td>41</td>
<td>65</td>
</tr>
<tr>
<td>Take responsibility for extra-curricular activity</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Assist with extra-curricular activity</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Act as substitute in business department without pay</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>Act as substitute in business department with pay</td>
<td>26</td>
<td>41</td>
</tr>
<tr>
<td>Attend regular staff meetings</td>
<td>26</td>
<td>41</td>
</tr>
<tr>
<td>Attend parent-teacher meetings</td>
<td>23</td>
<td>37</td>
</tr>
</tbody>
</table>
supervisors expressed the opinion that the student teacher should be required to perform the following duties:

1. Correct papers in the classes in which he observes
2. Correct all papers in classes in which he teaches
3. Assign letter grades to papers which he marks
4. Average marks for the teacher-supervisor at the end of the marking period
5. Construct tests
6. Administer tests
7. Take full responsibility for the bulletin board
8. Be responsible for checking lights, ventilation, attendance, etc.
9. Do remedial work with individual pupils
10. Assist pupils with makeup work after absences
11. Assist with an extra-curricular activity
12. Attend regular staff meetings

Fifty-per cent of the college supervisors felt that the following duties should be optional with the student teacher:

1. Take full responsibility for an extra-curricular activity
2. Act as a substitute teacher in the business department with pay
3. Attend parent-teacher meetings

In answer to these questions, some college supervisors indicated duties which they felt the student teacher should not be permitted to undertake, but in no single
instance was there more than a 33 per cent agreement among
the respondents in this group.

Several of the participants in this study made the
comment that the student teacher should observe the same
school schedule as the regular teacher, and that they
should be punctual and willing to stay after hours, if
necessary. Two of the college supervisors made the sug-
gestion that the duties listed as "optional" should be
optional with the teacher-supervisor, not the student
teacher.

**Discipline Outside the Classroom.** How much respon-
sibility should the student teacher assume outside of the
classes to which he is assigned? In order to determine
the opinions of supervisors, a case citing pupil violation
of school rules was inserted in the questionnaire. Respond-
ents were asked to indicate if the student teacher should
(1) get the pupil's name and report him to the office,
(2) call the nearest teacher to handle the situation, or
(3) ignore the situation. The responses to this question
have been summarized in Table XXI.

Fifty-four per cent of the high school teacher-supervi-
sors felt that the student teacher should call the near-
est teacher to handle the situation; 17 per cent, get the
pupil's name and report him to the office; 14 per cent,
ignore the situation. Three respondents offered other suggestions, and six of the replies were blank.

TABLE XXI

HANDLING OF DISCIPLINE OUTSIDE OF THE CLASSROOM BY THE STUDENT TEACHER

<table>
<thead>
<tr>
<th>Student-Teacher Action</th>
<th>H.S. Teachers- Supervisors</th>
<th>College Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get pupil's name and report him to the office</td>
<td>11  17</td>
<td>1</td>
</tr>
<tr>
<td>Call nearest teacher to handle the situation</td>
<td>34  54</td>
<td>5</td>
</tr>
<tr>
<td>Ignore the situation</td>
<td>9   14</td>
<td>0</td>
</tr>
<tr>
<td>Others</td>
<td>3   5</td>
<td>6</td>
</tr>
<tr>
<td>No answer</td>
<td>6   10</td>
<td>0</td>
</tr>
</tbody>
</table>

Of the college supervisors, 50 per cent made suggestions other than those listed; 42 per cent felt that the student teacher should call the nearest teacher to handle the situation; eight per cent suggested that the student teacher get the pupil’s name and report him to the office.

Suggestions and comments made by the supervisors were as follows:

1. Handle the situation himself, if possible.
2. Report the situation, not the pupil’s name, to the proper person.
3. Handle this type of situation as directed by the teacher-supervisor and in uniformity with the pattern of the school.
Scheduled Free Time for the Student Teacher. Participants in this study were asked if some free time should be allotted in the student teacher's schedule for planning lessons, compiling notes, and so forth.

As shown in Table XXII, 86 per cent of the high school teacher-supervisors were in favor of planning some free time in the student teacher's schedule; 11 per cent were opposed; and three respondents did not reply to this question.

TABLE XXII
SCHEDULED FREE TIME FOR THE STUDENT TEACHER

<table>
<thead>
<tr>
<th>Supervisor</th>
<th>&quot;Yes&quot;</th>
<th>&quot;No&quot;</th>
<th>No Ans.</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Teacher-Supervisor</td>
<td>54</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>College Supervisor</td>
<td>10</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Eighty-three per cent of the college supervisors indicated that some free time should be scheduled, and 17 per cent felt that this was unnecessary.

Amount of Free Time Recommended. Those supervisors who favored scheduling free time for the student teacher were asked how many free periods a week they would recommend. Table XXIII presents a summary of this information.

Forty-eight per cent of the 54 high school teacher-supervisors in this group expressed the opinion that five
TABLE XXIII

NUMBER OF FREE PERIODS RECOMMENDED EACH WEEK

<table>
<thead>
<tr>
<th>Number of Periods</th>
<th>H.S. Teacher-Supertiors</th>
<th>College Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>26</td>
<td>48</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>Others</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>No answer</td>
<td>8</td>
<td>15</td>
</tr>
</tbody>
</table>

free periods a week should be allotted; 15 per cent, ten free periods a week; seven per cent, one free period a week; seven per cent, three free periods a week; two per cent, six free periods a week; and six per cent of the respondents made other suggestions. Eight of the teacher-supervisors, although they indicated that free time should be scheduled, did not make a recommendation of the number of free periods each week.

Ten of the college supervisors felt that the student teacher should have free time scheduled. Seven of this group preferred five free periods a week; one, three periods a week; one, ten periods a week. One college supervisor offered another suggestion.
Some of the suggestions offered by the supervisors were as follows:

1. Student teacher should follow the schedule of the teacher-supervisor to whom he is assigned.

2. Depends upon whether the student teacher is carrying college courses along with his practice teaching.

3. On a full time basis, student teacher should have one half of his time free for planning, observation, and other related activities.

The foregoing tables and their interpretations have presented in detail the returns of the inquiry form. In the following chapter the important findings of the study have been summarized.
CHAPTER V

SUMMARY OF THE FINDINGS

The purpose of this study was to determine the fundamental procedures and practices that high school teacher-supervisors and college teacher-training supervisors consider essential for the business education classroom teacher who supervises the student during his practice teaching period.

The subordinate problems involved in this study were:

1. To determine the background of all supervisors participating in the survey in relation to their education, teaching, and supervisory experience.

2. To discover the opinions of the high school teacher-supervisors and college teacher-training supervisors concerning:

   a. The placement of student teachers for the practice teaching period

   b. The information about the school and the pupils which should be given the student teacher before he begins his practice teaching

   c. The practices of the student teacher and the high school teacher-supervisor when the former is in the teaching situation

   d. The practices of the student teacher and the high school teacher-supervisor when the former is in a non-teaching situation
A five-page inquiry form was constructed and sent to 84 experienced high school teacher-supervisors who were located in public high schools within twenty miles of Boston. A total of 63 replies were received, or a return of 75 per cent. The same inquiry form was sent to 24 college teacher-training supervisors and 12, or 50 per cent, responded. To obtain an adequate number of responses from supervisors on the college level for a fairly valid comparison, 15 of these questionnaires were sent to supervisors of student teachers in business education in teacher-training institutions outside of New England.

A total of 108 inquiry forms were mailed to supervisors in both groups and 75 usable replies were received, or a return of 69 per cent.

A detailed report of the results of this study was made in Chapter IV. This chapter presents a summary of the most important findings concerning the fundamental procedures and practices for the business education classroom teacher who serves as a supervisor for student teachers. The findings are arranged in accordance with the subordinate problems of this study and the inquiry form.

The following results concern the background of the supervisors who participated in this survey:
1. Sixty-nine per cent of the 63 high school teacher-supervisors who participated indicated that they had continued their education beyond the bachelor's degree. Almost half of this group, or 48 per cent, held a master's degree, or had continued study beyond this point. Of the 12 college supervisors responding, 75 per cent stated that they had continued work beyond the master's degree.

2. More than ten years of teaching experience was reported by 77 per cent of the high school teacher-supervisors, and by 67 per cent of the college supervisors.

3. Approximately half of the participants in this study reported that they had had a student-teaching period as undergraduates. Almost 100 per cent of the replies were experienced teacher-critics. Two high school teachers had no experience as supervisors, but filled out the questionnaire on the basis of their own student-teaching period.

4. The findings of the study in relation to the approximate number of student teachers supervised showed that 51 per cent of the high school supervisors had acted as critics for ten or less student teachers. More than one-fourth of these respondents had supervised no more than five student teachers. Among college supervisors, ten, or 83 per cent, had supervised more than 25 student teachers. The numbers supervised by those in this group ranged from six to "200 plus."

5. All 75 participants in this survey believe the student-teaching period to be a valuable experience for prospective teachers.

6. Among both high school teacher-supervisors and college supervisors, typewriting, bookkeeping, and shorthand were by far the most frequently supervised of all business subjects.

The findings of the study concerning the placement of student teachers in public high schools for their practice teaching period were as follows:
1. Eighty-nine per cent of the high school teacher-supervisors and 100 per cent of the college supervisors expressed the opinion that a student teacher should not be assigned to a teacher-supervisor without the latter's express approval.

2. Approximately two-thirds of the teacher-critics felt that the teacher-supervisor should have a personal interview with the student teacher before he is accepted for training, and that information should be sent to him concerning the trainee's educational background and college activities. An even larger majority of college supervisors were in agreement with this.

3. More than three-fourths of the high school supervisors and more than one-half of the college supervisors indicated that only one student teacher should be assigned to a supervisor at one time. However, one-third of the college supervisors replying expressed the opinion that more than one trainee should be assigned to a supervisor at one time.

4. There was some disagreement between the two groups as to the number of student teachers to be assigned to a teacher-supervisor during a school year. Forty-six per cent of the high school teacher-supervisors signified that the assignment of one student teacher a year was adequate; 37 per cent, one trainee a semester. Fifty per cent of the college supervisors felt that one student teacher should be assigned each semester; 25 per cent, two trainees a semester.

5. Opinions in both groups of supervisors were fairly evenly divided on the question of assigning a student teacher to a school which he had attended as a pupil. However, a larger percentage of high school teacher-supervisors tended to approve this, while 58 per cent of the college supervisors were opposed.

The viewpoints of supervisors concerning the information which should be given to the student teacher at the
beginning of his training period which were discovered
from an analysis of the data were as follows:

1. The results showed that both groups of supervisors
were almost unanimous in their opinion that the
student teacher should be given general informa-
tion about the school and the department at the
start of his training period. However, opinions
were divided in regard to giving the trainee infor-
mation about the economic, racial, and social back-
ground of the student body. While a large majority
of college supervisors favored this, high school
teacher-supervisors were almost evenly divided in
their viewpoints.

2. A large majority of all participants in this study
felt that the student teacher should be given infor-
mation about the physically and mentally handicapped
pupils in the classes to which he is assigned. Of
the college supervisors responding, 83 per cent
also favored informing the student teacher about
the socially handicapped and problem pupils in the
classes. The high school teacher-supervisors were
almost evenly divided in their opinions of this
issue.

The important findings of the study in regard to the
practices of the student teacher and the high school
teacher-supervisor when the trainee is in the teaching
situation were as follows:

1. The most highly favored methods of inducting the
student teacher into classroom teaching according
to the replies of the high school supervisors
were (a) teaching a well-prepared lesson for the
entire period, (b) teaching one phase of a lesson
for part of the period, and (c) teamwork (assist-
ing the regular teacher as he conducts the class.)
Approval of each of these methods was indicated
by over 50 per cent of the respondents. The pref-
erences of the college supervisors differed from
those of the teacher-critics, with 50 per cent
or more of the replies favoring (a) teamwork,
(b) teaching one phase of the lesson for part of the period, (c) individual instruction, and (d) teaching a small group within the class.

2. Eighty-six per cent of the high school teacher-supervisors felt that the average student teacher should observe from five to ten lessons before he begins instruction. Of the college supervisors, 58 per cent favored from five to ten observation periods; 25 per cent of this group favored from two to four observation periods for the average student teacher.

3. Fifty-six per cent of the teacher-critics believed that the average student teacher should teach between five and ten periods before he is left unsupervised. Six of the 12 college supervisors responding stated that from two to eight periods of supervision by the teacher-critic were advisable before the student teacher is left to conduct the class alone.

4. Lesson plans should be required of student teachers, according to almost 100 per cent of the respondents from both groups. More than 50 per cent of the replies indicated that lesson plans should be detailed. In some instances the answers favoring detailed lesson plans were qualified by the added statement "at first." Both high school teacher-supervisors and college supervisors were almost unanimous in the opinion that lesson plans should be constructively criticized by high school supervisors. The majority of all respondents believed that the teacher-critic should examine the first few lesson plans and spot-check the remainder.

5. In regard to the question concerning the handling of difficult classroom situations which arise when the student teacher is conducting the class, the majority of supervisors in both groups, with one exception, felt that it was best to let the student teacher handle the situation, and discuss it with him later in conference. The exception, previously mentioned, was among teacher-critics in relation to serious difficulty in presenting subject matter. A small majority of this group believed that it would be best to tactfully interrupt the student teacher and straighten out the situation.
An analysis of the data concerning the supervision of the student teacher in the non-teaching situation brought to light the following significant viewpoints:

1. Conferences should be held between the student teacher and the high school teacher-supervisor when deemed necessary by the latter or requested by the former, according to more than two-thirds of the teacher critics. Forty-two per cent of the college supervisors expressed the same opinion; 25 per cent felt that they should be held after each lesson. A large majority of both groups felt that the conference should include discussion of teaching procedure, the content of the lesson, discipline problems, and the personal mannerisms and appearance of the student teacher.

2. A majority of high school teacher-supervisors indicated that the student teacher
   a. Should be expected to perform the following duties:
      (1) Correct all papers in classes which he teaches
      (2) Assign letter grades to papers which he marks
      (3) Construct tests
      (4) Administer tests
      (5) Be responsible for checking lights, ventilation, etc.
      (6) Do remedial work with individual pupils
      (7) Assist pupils with makeup work after absences
      (8) Act as a substitute in the business department with pay
      (9) Attend regular staff meetings
   b. Should not be permitted to
      (1) Average marks for the teacher-supervisor at the end of the marking period
      (2) Take full responsibility for extra-curricular activity
      (3) Act as a substitute in the business department without pay
c. Should make the decision for himself as to whether or not he will

(1) Correct papers in classes in which he observes
(2) Take full responsibility for the bulletin board
(3) Assist with an extra-curricular activity
(4) Attend parent-teacher meetings

3. A majority of the college supervisors indicated that the student teacher

a. Should be expected to perform the following duties:

(1) Correct papers in the classes in which he observes
(2) Correct papers in the classes in which he teaches
(3) Assign letter grades to the papers which he marks
(4) Average marks for the teacher-supervisor at the end of the marking period
(5) Construct tests
(6) Administer tests
(7) Take full responsibility for the bulletin board
(8) Be responsible for checking lights, ventilation, etc.
(9) Do remedial work with individual pupils
(10) Assist pupils with makeup work after absences
(11) Assist with an extra-curricular activity
(12) Attend regular staff meetings

b. Should make the decision for himself as to whether or not he will

(1) Take full responsibility for an extra-curricular activity
(2) Act as a substitute in the business department without pay
(3) Act as a substitute in the business department with pay
(4) Attend parent-teacher meetings

4. In regard to the question of discipline outside the classroom, which was inserted to determine the
amount of responsibility which the student teacher should assume, 54 per cent of the high school teacher-supervisors and 42 per cent of the college supervisors expressed the opinion that the student teacher should call the nearest teacher to handle the situation. Four of the college supervisors felt that the student teacher should handle the situation himself, if possible.

5. A large majority of both groups surveyed indicated that some free time should be scheduled for the student teacher. Five free periods a week was most frequently recommended by the respondents.
CHAPTER VI
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The following conclusions concerning the fundamental procedures and practices that high school teacher-supervisors and college teacher-training supervisors consider essential for the business education classroom teacher who supervises the student during his practice teaching period were drawn from the findings of this study.

All respondents expressed the opinion that student teaching is a valuable experience for prospective teachers. Definite interest in the problems considered was shown by those who participated in this survey. The large percentage of returns and the pertinent comments which were offered was evidence of this interest. Concern with problems of this type would be expected of the college teacher-training supervisor. The per cent of responses from the high school teacher-supervisors was even greater than that of college supervisors, which indicates that teacher-critics also have a feeling of responsibility toward those coming into the profession, and a desire to cooperate in improving the present student teaching program.
The majority of the high school teacher-supervisors in the area surveyed have continued studying in institutions of higher learning and have had more than ten years of teaching experience, which tends to show that college teacher-training supervisors and high school administrators attempt to give student teachers the benefits of working under progressive and experienced teachers.

The fact that almost 100 per cent of the respondents were experienced in the supervision of student teachers lends weight to the findings of this study.

That the majority of student teaching is done in the three major vocational subjects of business education, namely, shorthand, typewriting, and bookkeeping, is apparent from the reports of the supervisors. The writer recognizes that subjects offered in the business curriculum of individual schools vary, but these three subjects are presumably found in all business departments. However, today, when so much stress is being placed on general business education, two questions arise. Is the student teacher concentrating too much on these three major subjects? Are student teachers failing to get adequate experience in the general business subjects?

Supervisors were almost unanimous in their agreement that no student teacher should be assigned to a teacher-
critic without the express approval of that teacher. The conclusion may be drawn that the willingness of a teacher to supervise increases the value of the student teaching period.

A majority of the respondents indicated that the teacher-supervisor should have a personal interview with the student teacher and information about his college background before he is accepted for training.

A large number of those replying to the inquiry form felt that only one student teacher should be assigned to a supervisor at one time, and one may conclude that no more than one student teacher should be assigned during a semester to a teacher-supervisor. This policy will be determined, of course, by the individual teacher-critics and the school administrators.

According to the findings, the student teacher should be given general information about the school and the department at the beginning of his training period. Information about the economic, racial, and social background of the student body should be given in a constructive manner, and only when that knowledge would be helpful to the trainee. He should also be informed of the known physical and mental handicaps of pupils in the classes to which he is assigned. A majority of the college supervisors felt that the trainee should also be informed of
the problem—pupils and the socially-handicapped pupils, but the high school teacher-supervisors were divided in their opinions on this issue.

The results of the study showed that, in the order of their popularity, the five leading methods of inducting the student teacher into classroom teaching were:

1. teaching a well-prepared lesson for the entire period,
2. teamwork, or assisting the regular teacher as he conducts the class,
3. teaching one phase of the lesson for a part of the period,
4. individual instruction,
5. remedial teaching.

The average teacher should observe from five to ten lessons before he begins instruction, and should teach from five to ten lessons before he is left unsupervised, according to a majority of the participants.

Lesson plans should be required, and they should be constructively criticized by the teacher-supervisor, according to the findings. A large number of the respondents believed that the teacher-critic should examine the first few lesson plans and spot-check the remainder.

While the student teacher is conducting the class, supervisors, as a whole, felt that he should handle even the most difficult situations himself without interruption. If interruption is necessary, it should be done without embarrassment to the student teacher.
Supervisors were in agreement that conferences should be held between high school teacher-supervisors and student teachers when deemed necessary by the former or requested by the latter, and should include discussions of the teaching procedure, content of the lesson, discipline problems, and the personal mannerisms and appearance of the student teacher.

More than 50 per cent of the supervisors indicated that the student teacher should be expected to perform the following duties:

1. Correct all papers in the classes which he teaches
2. Assign a letter grade to the papers which he marks
3. Construct tests
4. Administer tests
5. Be responsible for checking lights, ventilation, attendance, etc.
6. Do remedial work with individual pupils
7. Assist pupils with makeup work after absences

The only suggested duty listed on the questionnaire which more than 50 per cent of the supervisors felt that the student teacher should not be permitted to undertake was assuming full responsibility for an extra-curricular activity. In regard to the remaining duties suggested on the inquiry form, the divergence of opinion was not great enough to warrant drawing a definite conclusion.
The college teacher-training supervisors and the high school teacher-supervisors agreed that free time, preferably five periods a week, should be allotted in the student teacher's schedule for planning lessons, compiling notes, and so forth.

Recommendations for Further Research

Four suggestions for further research studies concerned with the student teaching period which were suggested by the writer's study are described in the following paragraphs:

1. The compilation of a handbook for high school teacher-supervisors in business education, containing information concerning currently approved practices and suggested procedures in the supervision of student teachers

2. A study to determine the comparative merits of a full-time observation and student-teaching program without college classes scheduled, and a part-time student-teaching schedule with part-time college classes

3. An investigation to determine the constructive help that the student teacher receives from the high school teacher-supervisor, and those areas in which the trainee feels the teacher-supervisor could be more helpful

4. A study of student teaching in the public high school to determine how much practice teaching is being done in the vocational subjects in comparison with that in general business education
BIBLIOGRAPHY


Burton, Milton Campbell, A Study of Practice Teaching Requirements in Teachers' Colleges in New England and New York State, Unpublished Service Paper, Boston University, Boston, Massachusetts, 1948.


Dear

The enclosed inquiry form is an attempt to gather the opinions of experienced high school teacher-supervisors and college teacher-training supervisors regarding the procedures used during the practice-teaching period in the field of business education.

The ultimate aim of this study is to collect data which may be used in compiling a handbook for teacher-supervisors. This survey is being made under the direction of Professor Lester I. Sluder, Director of Student Teaching at Boston University.

Every effort has been made to simplify the questions so that it will take only a few minutes to fill out the enclosed form. Will you please take those few minutes to express your opinion? A self-addressed, stamped envelope is enclosed for your convenience.

Sincerely yours,

Catherine N. Dennen

Encl. 2
BASIC INFORMATION AND PRINCIPLES FOR TEACHER-SUPERVISORS

Please check the capacity in which you serve:

[ ] High School Teacher-Supervisor
[ ] College Teacher-Training Supervisor

When "yes" or "no" answers are indicated, please encircle your answer.

A. Supervisor's Background

1. College or Normal School Years Attending Degree

2. Number of years you have taught

3. Did you have a student-teaching period in business subjects as part of your teacher-training preparation? Yes No

4. Do you believe that a student-teaching period is valuable to a beginning teacher? Yes No

5. Have you ever acted as a supervisor of student-teachers? Yes No

   a. If your answer is "yes," approximately how many student-teachers have you supervised?

6. Please check the subjects in which you have acted as a supervisor:

   [ ] Bookkeeping
   [ ] Typewriting
   [ ] Shorthand
   [ ] Office Practice
   [ ] Business Mathematics
   [ ] Junior Business Training
   [ ] Commercial Geography
   [ ] Commercial Law
   [ ] Economics
   [ ] Consumer Education
   [ ] Salesmanship
   [ ] Business Organization

   Others:

B. Student-Teacher Placement

1. Should an administrator or department head assign a student-teacher to a teacher-supervisor without the latter's express approval? Yes No
2. Should the teacher-supervisor have

   a. A personal interview with the student-teacher before he is accepted for training? ... Yes No
   b. Information sent to him concerning the student-teacher's educational background and college activities? ... Yes No

3. Should more than one student-teacher be assigned to a supervisor at one time? ... Yes No

4. Assuming that the student-teaching period is at least eight weeks in length, how many student-teachers should be assigned to a teacher-supervisor during a school year?

   Please check one:
   a. One student-teacher a school year
   b. One student-teacher a semester
   c. Two student-teachers a semester

   Others:

5. Should a student-teacher be assigned to a school which he at any time attended as a pupil? ... Yes No

C. Information to Be Given to the Student-Teacher at the Beginning of His Training Period

1. At the start of his practice-teaching period, should the student-teacher be given general information about

   a. The physical layout of the building? ... Yes No
   b. Building rules and regulations? ... Yes No
   c. Teaching aids that are available for his use? ... Yes No
   d. Fire drill regulations? ... Yes No
   e. Location of materials and supplies? ... Yes No
   f. Economic background of the student body? ... Yes No
   g. Racial background of the student body? ... Yes No
   h. Social background of the student body? ... Yes No

   Others:

2. Should the teacher-supervisor acquaint the student-teacher with

   a. The problem-pupils in the class? ... Yes No
   b. The physically-handicapped pupils in the class? ... Yes No
   c. The mentally-handicapped pupils in the class? ... Yes No
   d. The socially-handicapped pupils in the class? ... Yes No
D. The Teaching Situation

1. In the items listed below, please check the way or ways in which you feel the student-teacher might best be inducted into classroom teaching:
   - Planning and assigning the homework
   - Teaching one phase of the lesson for a part of the period
   - Teaching a well-prepared lesson for the entire period
   - Individual instruction
   - Teaching a small group within the class
   - Remedial teaching
   - Teamwork (assisting the regular teacher as he conducts the class)

   Others:

2. About how many lessons should the average student-teacher observe before beginning instruction?

   Comment, if any:

3. About how many lessons should the average student-teacher instruct before he is permitted to conduct the class without the teacher-supervisor present?

   Comment, if any:

4. Should the teacher-supervisor require lesson plans from the student-teacher?

   If your answer is "yes,"
   a. Should these lesson plans be detailed?
   b. Should the teacher-supervisor be expected to constructively criticize the lesson plans?
   c. Please check one of the following:
      Should the teacher-supervisor be expected to
      (1) Examine the first five lesson plans?
      (2) Examine all lesson plans?
      (3) Examine the first few lesson plans and occasionally spot-check the remainder?

   Comment, if any:
5. Under each of the following sections, please check one:

How should the teacher supervisor handle the following situations:

a. When the student-teacher encounters serious difficulty in presenting subject matter should the teacher supervisor
   ___ (1) Tactfully interrupt and straighten out the situation?
   ___ (2) Let the student-teacher struggle through and discuss the matter with him later in conference?

b. When the student-teacher states an incorrect fact in subject matter should the teacher-supervisor
   ___ (1) Tactfully interrupt and see that the misstatement is corrected?
   ___ (2) Discuss the matter in conference with the student-teacher and let him correct the misstatement in the next lesson?

c. When the student-teacher encounters a serious discipline problem which he handles ineffectively should the teacher-supervisor
   ___ (1) Intervene and settle the disciplinary action himself?
   ___ (2) Stay out of the conflict and discuss the matter with the student-teacher later in conference?

E. The Non-Teaching Situation

1. How often should the teacher-supervisor schedule conferences with the student-teacher?

   Please check one:
   ___ a. After each lesson taught by the student-teacher
   ___ b. Two conferences a week
   ___ c. One conference a week
   ___ d. When deemed necessary by the teacher-supervisor or requested by the student-teacher

Others:

2. Should conferences be concerned with constructive criticism of the student-teacher’s

   a. Teaching procedure? ____________________________________________ Yes No
   b. Content of lesson? ____________________________________________ Yes No
   c. Disciplinary problems? ________________________________________ Yes No
   d. Personal mannerisms? _________________________________________ Yes No
   e. Personal appearance? _________________________________________ Yes No

Others:
3. Please indicate by a check mark the duties of the student-teacher according to the following:

"Yes" - Required of the student-teacher
"No" - Student-teacher should not be permitted to participate
"Opt." - Optional with the student teacher

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<td>a. Correct pupils' papers in the classes in which he observes.</td>
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<td>b. Correct all papers in the classes which he teaches.</td>
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<td>c. Assign a letter grade to the papers which he marks.</td>
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<td>d. Average marks for the teacher-supervisor at the end of the marking period.</td>
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<td>e. Construct tests</td>
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<td>f. Administer tests</td>
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<td>g. Take full responsibility for bulletin boards</td>
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<td>h. Be responsible for checking lights, ventilation, attendance, etc.</td>
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<td>i. Do remedial work with individual pupils</td>
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<td>j. Assist pupils with make-up work after absences</td>
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<td>k. Take full responsibility for an extra-curricular activity</td>
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<td>o. Attend regular staff meetings</td>
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<td>p. Attend parent-teacher meetings</td>
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4. In the case of pupils violating school rules outside of the student-teacher's assigned classes, such as fighting in the corridors or smoking on the school grounds, how should the student-teacher handle the situation?

Please check one:

- a. Get the pupils' names and report them to the office
- b. Immediately call the nearest teacher to handle the situation
- c. Ignore the situation

Others:

5. Should some free time be allotted in the student-teacher's schedule for planning lessons, compiling notes, and so forth? Yes No

If your answer is "yes," how many free periods a week would you recommend?
November 18, 1949

A short time ago I sent you an inquiry form concerning student teaching. Possibly it slipped your mind, was mislaid, or you just haven’t had time to answer it.

Would you please take a few minutes to fill out the form at your earliest convenience? I would certainly appreciate it.

Sincerely yours,

P.S. If you’ve already returned it, thanks.