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A survey of the factors affecting the relationship of student and cooperating teachers in public schools

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A SURVEY OF THE FACTORS AFFECTING THE RELATIONSHIP OF STUDENT AND COOPERATING TEACHERS IN PUBLIC SCHOOLS

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CHAPTER I

INTRODUCTION

Purpose. -- The purpose of this study is to define and evaluate factors affecting the relationship of student and cooperating teachers in public schools.

Effectiveness of education dependent upon teacher training. -- The effect of teacher training upon education is evaluated by Cox[1/] who says:

> The enduring improvement of any society depends upon the education provided for its young people. The effectiveness of that education, in turn, depends upon the quality and type of preparation provided for those who teach the young.

Pogue[2/] gives further emphasis to this idea when he states that those who influence teaching practice occupy a strategic role in determining whether this nation can attain the Great Education envisaged by our educators, philosophers, and statesmen.

Importance of student teaching experience. -- It is easy to find agreement on the importance of the student teaching experience. Here, the student is provided with professional life experiences, the opportunity to implement theory, and a chance to observe the infinite variations in the individual differences of children in varying physical facilities. Here, too, under the guidance of a teacher of some experience, he explores his own ability to function effectively in guiding the teaching-learning

1/ Dan Cox, "Initiating a Program of Pre-Teaching Laboratory Experiences", Journal of Teacher Education, 9:159, June, 1958.

2/ E. Graham Pogue, "Professional Status of the Laboratory School Teacher", 33rd Yearbook, Association for Student Teaching, 1954, p. 158.

situation, and he becomes aware, through the problems and questions encountered, of the need for further study.

Curtis and Andrews[1] regard student teaching as the "most important single experience in any teacher education program". Vasey agrees[2] that there is no substitute for a good laboratory training in a public school environment in the preparation of an individual for teaching.

Stratemeyer and Lindsey[3] add:

> While many factors contribute to the development of skillful and artistic teachers, few are more important than the firsthand contacts with children and youth in school and community situations which are provided by the teacher education program.

Students evaluate experience. -- Students themselves attest to the value of student teaching experiences. In a study[4] conducted at New York University, 59 per cent of the graduates listed observation and teaching participation as the most significant parts of their training.

Davies says:

> The claims of enthusiasts for student teaching and other laboratory experiences are supported convincingly by a number of studies in which college seniors, beginning teachers, and those with several years experience were asked to evaluate their preparation.

1/ Dwight K. Curtis and Leonard O. Andrews, Guiding Your Student Teacher, Prentice-Hall, Inc., N.J., 1954, p. 1

2/ Hamilton G. Vasey, quoted by Howard B. Christenson, "Is Practice Teaching a Responsibility of the Profession?" Minnesota Journal of Education, 38:25, February, 1958.

3/ Florence B. Stratemeyer and Margaret Lindsey, Working with Student Teachers, Bureau of Publications, Teachers College, Columbia University, 1958. Preface.

4/ Blanche Persky "The Value of Field Work Experiences", Journal of Educational Sociology, 38:113, November, 1955.

> Almost invariably student teaching and related laboratory experiences are named as the most important parts of professional preparation. Almost invariably these same studies point to the strong influence that supervising school personnel have on the prospective teacher, both during the experience and later when he is in his own classroom.[1/]

History of student teaching.-- The earliest record of teacher training appears in 1685 at Rheims, in northern France, where Abbe de la Salle conceived the idea of creating a special school to train his prospective teachers for the teaching of religious instruction for children of the working classes. His student teachers were trained to teach in practice schools, under the direction of experienced teachers.

Later, impetus came from Germany, which was the first modern nation to develop a state-supported system of teacher training. This included practical experience in the classroom as part of the prescribed course.

The founders of normal schools in America included student teaching as part of the training. Samuel Hall in 1823, Cyrus Pierce in 1839, Horace Mann, and other New Englanders, were early exponents of student teaching. As normal schools were established in other states, student teaching was accepted by the newer schools and became an integral part of the teacher training program.

Until 1860, the practical training was largely observation and participation. But a new teacher training course developed in 1860 at Oswego, New York, where one-half the time was given to a discussion of education principles and their application to teaching, and the other half to teaching under criticism. The school placed great importance on

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1/ Don Davies, "Who Teaches the Teachers?", Minnesota Journal of Education, 39: 17-18, September, 1958, p. 17.

student teaching. The establishment of this "practicing" school decidedly influenced other normal schools which were coming into existence in several states of the union.

For many years, most students were trained in laboratory schools on or near the campus. Program revisions calling for a wider range and a greater number of training experiences developed the desirability of exposure in representative schools such as would be employing graduates. Consequently, many classroom teachers are now called upon to cooperate in providing initial experiences in the training of teachers.

Importance of the cooperating teacher.-- Stratemeyer and Lindsey[1/] state that a cooperating teacher holds more of the future of the world in his hands than any single classroom teacher holds, for each day that he works with college students he is making a vital contribution to their future teaching which will greatly influence the lives of hundreds of children.

Eva Lou Scott[2/] insists: "Whatever we do to help student teachers will go on and on through their work and through the work of others whom they may help. Our ideals and our thinking are always being regenerated through those we help".

Davies[3/] maintains that those who assume responsibility for an off-campus experience such as student teaching become in a very real sense teacher educators, as much as are the full-time faculties of the colleges

1/ Stratemeyer and Lindsey, op. cit., p. 4

2/ Eva Lou Scott, quoted by Howard Christenson, op, cit., p. 24

3/ Davies, op. cit., p. 18

and universities. The positive impact that they have on future teachers can be great.

Nomenclature. -- A study of titles indicates in a certain way the evolution of the student teacher process. In the selection of names accorded the student teacher, one senses an increase in the stature of the student who is variously titled:

Neophyte

Apprentice

Cadet

Practice teacher

Intern

Teacher candidate

Student teacher

The public school teacher who cooperates in the training of students for teaching is also known by a variety of terms. Here, too, is evidenced the change from a role of superiority to one of cooperation and guidance;

Classroom teacher

Demonstrating teacher

Sponsoring teacher

Training teacher

Critic teacher

Directing teacher

Master teacher

Consulting teacher

Cooperating teacher

The liaison person between the college and the school system is likewise multi-named. The development of the function from an authoritarian one to a more democratically controlled situation is not so well suggested by these titles:

Critic supervisor

Director

Coordinator

Consultant

Advisor

University instructor

College supervisor

Summary: -- History, the authorities, students themselves, all testify to the importance of the student teaching experience, and to the value of the contribution made by the cooperating teacher.

Since the basic purpose of the public schools is the education of boys and girls, the function of those schools in the teacher training program is one of cooperation and intelligent self-interest. Accordingly, they have a right to expect certain standards on the part of the colleges.

Frequent evaluation of the factors involved seems indicated in order that the greatest service may be rendered to pupils, to the student teacher, and to the progress of education.

It is the purpose of this study to investigate some of the factors involved in the functioning of the cooperating teacher in the hope of stimulating some constructive thinking by all participants. It may be possible, by analysis of factors, to uncover certain strengths or

weaknesses, and to utilize the information obtained in the formulation of certain recommendations.

CHAPTER II

REVIEW OF LITERATURE

Abundance of research. -- There is an abundance of literature on the student teaching experience, some of it very recent indicating an expanding interest in and cnncern for this phase of education. Much of it is complaisant, repetitious, and occasionally, almost sentimental. In such a vital area, one misses the challengers and experimenters who force evaluation and creative thinking and encourage change, without which any endeavor is exposed to stagnation. More, those who implement the program, the teachers, are not heard. Most verbal are administrators and supervisors who view the situation, at best, from the sidelines. There are many suggestions and devices for evaluation of the student; few ideas for measuring the cooperating teacher, or for examining the total experience from his point of view.

One may even take issue with some of the idealists. One of these states: "It is no longer necessary to defend the truth that one can learn more about children by living and working with them than by reading about them in a text-book or by hearing about them from the lecture platform."[1/] Such a remark would certainly encourage debate until the value of the text-book and lecture are admitted and agreement reached on their enhancement but not replacement by real experience.

1/ Persky, Op. cit., p. 113.

Selection and preparation of teachers major concern. -- Counts,[1] referring to the selection and preparation of persons to assume responsibility as teachers, says:

> If the education of the young involves in some measure not only the fortunes of individuals but also the future of our society and civilization, of our democratic institutions and free way of life, as it clearly does, then the selection and preparation of teachers should be recognized by all as a major concern of the Republic, certainly as important as the maintenance of national defense. Indeed, if conceived in appropriate terms and with adequate vision, it is the most basic and decisive factor in survival and progress.

1. The Student Teacher Experience

Function of student teaching. -- Lindsey and Gruhn[2] feel that the function of student teaching is to provide an opportunity for the student to gain a true perspective of the whole job of teaching; to put into their proper relationships the many parts; to help get the feeling of the "wholeness" of teaching. It is more than a testing ground but permits the student to discover new ways of working, new principles, and new information. Here occurs the emergence from student to professional worker.

> What interneship is to the doctor of medicine, student teaching is to the teacher. Student teaching is essential because it enables the two to test his theory against actual practice.[3]

1/ George S. Counts, Education and American Civilization, Bureau of Publications, Teachers College, Columbia University, New York, 1952, p. 463.

2/ Margaret Lindsey and William T. Gruhn, Student Teaching in the Elementary School, Ronald Press Company, New York, 1957, p. 9.

3/ Frank L. Steeves, "Student Teaching is Essential", Clearing House, (March, 1958) 32:430, Editorial note.

Frank L. Steeves[1] says:

> Student teaching gives the prospective teacher a chance to evaluate his college preparation in subject matter in terms of what can be presented to children. It provides the opportunity to test professional theory in terms of a real teaching situation. It offers experience to the inexperienced at a time when close supervision is imperative. It is not experimentation. It is responsible, supervised teaching, under guidance, in preparation for full-time work.

Student teaching high point in training. -- Meyer[2] maintains:

> What is probably the high point in the teacher's education comes when he is inducted into the actual practice of teaching. . . . It is intended to provide experiences in the application of theory which he has been studying in his other courses. Carried on under the watchful eye of a supervising or critic teacher, student teaching has become a most important phase of the total process of becoming a teacher.

One of most important elements in education. --Wingo and Schorling[3] evaluate the student teaching experience:

> Student teaching has for many years been regarded as one of the most important elements in education. Within the last few years its intrinsic value has been regarded even more highly than ever before.

Davies[4] calls practice teaching a "realistic view of the profession".

1/ Steeves, Op. cit., p. 430

2/ Adolph E. Meyer, Development of Education in the 20th Century, Prentice-Hall, Inc., New York, 1952, p. 408.

3/ G. Max Wingo and Raleigh Schorling, Elementary School Student Teaching, McGraw-Hill Book Co., Inc., 1955, Preface.

4/ Don Davies, quoted by Howard B. Christenson, "Is Practice Teaching a Responsibility of the Profession?" Minnesota Journal of Education, (February, 1958) 38:24.

Future of student teaching. -- The future of student teaching concerns Vasey[1] who predicts:

> In my opinion, the public schools must accept in the future more responsibility in the field of teacher preparation in general and laboratory experience in particular.
>
> There is no substitute in the preparation of an individual for teaching for a good laboratory experience in a public school environment.

2. The Role of the Cooperating Teacher

Importance of the cooperating teacher. -- The importance of the cooperating teacher is well expressed by Curtis and Andrews[2] who believe that his effective performance can play a major role in preserving and improving our country's democratic way of life. Improving the competence of young teachers can have a powerful influence in raising the standards and prestige of our profession.

They go on to assert that the improvement of the profession of teaching lies in the hands of the public school teachers as much as in those of the college faculties.

They hold that teachers who work with student teachers can make a real contribution to the profession, and that working with student teachers is one of the most fascinating and challenging positions in the teaching profession.

Cooperating teacher a master teacher. -- That the cooperating teacher shall be a master in the profession who has a genuine interest in

1/ Hamilton G. Vasey, quoted by Christenson, Op. cit., p. 25.

2/ Dwight K. Curtis and Leonard O. Andrews, Guiding Your Student Teacher, Prentice-Hall, Inc., New Jersey, 1954, Preface.

education is the demand of Stratemeyer and Lindsey.[1] Such a teacher, they feel, should be able to deal with theoretical concepts, principles, and generalizations which are fundamental bases for their daily activities. Such a one must be able to teach through another adult who is assuming leadership.

Garrison[2] insists that the cooperating teacher should be well-informed on modern educational theory and practice by virtue of her training and experience. . . . her professional contacts in her daily work, and her continued and recent study in our better colleges and universities.

Steeves[3] would require a certain number of college credits, with a commendable average in the teaching courses; certain professional courses; certain character and personal recommendations; and physical and emotional fitness.

Advantages and disadvantages of working with a student teacher.-- The fact that there are both advantages and disadvantages is recognized by Pfeiffer[4] who says:

> Acting as a supervising teacher is hard work and it is time consuming. The monetary compensation made by teacher-educating institutions varies considerably but it is not adequate for the time and effort involved. Working with a

1/ Stratemeyer and Lindsey, Op. cit., p. 2

2/ Noble Lee Garrison, Status and Work of the Training Supervisors, Bureau of Publications, Teachers College, Columbia University, New York, 1927, p. 17.

3/ Frank L. Steeves, Op. cit., p. 430.

4/ Isobel L. Pfeiffer, "Shall I Supervise a Student Teacher?" Clearing House, (January, 1954), 28:301.

good student is a joy; the pleasures far outweigh the small inconveniences. However, a poor student is a trial and the disadvantages seem overwhelming.

Students' desires. -- It is interesting to examine the desires of students in regard to the student teaching program. According to one study[1/] they want:

1. To study and use student personnel records.
2. To observe administration, interpretation, and use of specific tests, such as Binet, projective devices, etc.
3. To observe in other classrooms, schools, central offices, etc.
4. To have frequent observation and critical evaluation of performance by building principal.
5. To have frequent critical evaluation of performance by the regular classroom teacher.
6. To have many more parent contacts.

Three R's for cooperating teacher. -- Lottick[2/] suggests three R's for the cooperating teacher whom he says should be: . . . . responsive, willing and eager to help the neophyte find the answers to his problems; requiring in the development of a positive approach to teaching and its problems. Further, he should share his own recipe for success, to help the student see how and why certain things are done. Nevertheless, "no

1/ Robert A. Weber, "An Inventory of Student Teacher Activities Encountered During One Semester of Student Teaching," Educational Administration and Supervision (December, 1957) 43:458-466.

2/ Kenneth V. Lottick, Three R's of Teaching Training", High School Journal, (February, 1955) 38:182.

teacher may teach with another's methods anymore than he may wear his shoes or achieve his replica in the mirror".

Summary. -- Pfeiffer[1/] summarizes the student teaching situation admirably:

> Teachers, as members of a profession, recognize the need for more good teachers. The effect of a good teacher is far reaching, but the achievement of a good supervising teacher goes beyond his own classroom to enrich the experience of hundreds of boys and girls taught by these new teachers.
>
> The cooperating teacher provides students with the opportunity to observe and study what goes on in the classroom, to test ideas in practice, and to participate in a wide range of activities characteristic of the life and experiences of a teacher.
>
> The student is helped to get a vision of the whole job of teaching, to gain inspiration and zest, to deepen understanding of pupils, to increase skill in working with individuals and groups, and by building habits and attitudes conducive to professional growth.

Aids proffered. -- Pfeiffer goes on to list the aids proffered by the cooperating teacher: formal and informal conferences; specific help in planning, in selecting methods and materials, in evaluating learning; opportunities for responsibility and staff cooperation; the sharing of information basic to understanding; provision of experiences in guidance; cooperative analysis of accomplishments and needs.

Intangibles. -- In addition, the cooperating teacher must supply many intangibles: warm acceptance of the student as a person, respect for the student's ideas and feelings, and an understanding of both professional and personal needs and problems.

Conclusion. -- It is significant that many people are compelled to express themselves concerning the student teaching situation. All of the

1/ Pfeiffer, Op. cit. p. 304.

literature emphasizes the importance of the experience and sets extremely high standards for the performance of those involved.

CHAPTER III

PLAN OF PROCEDURE

The Inquiry Form. -- If the importance of the student teaching experience is admitted, and the contribution of the cooperating teacher is acknowledged, certain factors in the situation need to be examined. To this end, a questionnaire was carefully formulated to sample teacher reaction to certain aspects of cooperation.

Scope. -- With permission of the Director of Instruction, and through the cooperation of 21 principals, questionnaires were distributed to 372 elementary teachers in the city of Newton, Massachusetts. This city was chosen for the survey because a very large number of students, 450 in the current year, is sent to this city by neighboring colleges for student teaching experience.

Definition of terms. -- For clarity's sake, certain terms will be used throughout this study, although many others will be found in the literature:

1. Student teacher-- the college student placed in a public school classroom, through the cooperation of the college and the school system, for practical experiences in teaching.
2. Cooperating teacher-- the public school teacher who cooperates in the training of a college student by providing opportunities for teaching practice.
3. College supervisor. -- the liaison person between the college and the school system whose particular responsibilities are the

individual students.

4. Pupils-- the boys and girls in the classroom of the cooperating teacher.

Factors surveyed.-- The factors surveyed by the questionnaire are described below:

1. Background and experience

It seems reasonable to expect that a cooperating teacher should also be a master teacher. This presupposes certain educational attainments and an amount of experience. Such information is sought by asking for degree status, date of degrees, and years of experience. The incidence of student placement, and the method of student assignment will conceivably present other evidence of qualification.

2. Reasons for working (or not) with student teacher

The reasons why some teachers will work with student teachers and others do not should prove enlightening. It might be expected that lack of experience will be the chief reason for non-participation, but it may be possible to discover why some teachers who seem to qualify are not interested in participation.

3. Preference of sending college

Perhaps the most effective public relations agency for the student and for the college which sends him is the student himself. Teacher preferences, therefore, may be significant especially if some reasons for them can be also solicited.

4. Acquaintance with program of sending college

A knowledge of the program, presuming a coincidental understanding of the philosophy upon which the program is based, would seem to be a prerequisite for intelligent cooperation in the training program. Certain items explore this area.

5. Knowledge of student

Since it is commonly believed that the more complete the understanding the better the relationships and the more effective the resulting guidance, it seems pertinent to examine existing practices relative to supplying the cooperating teacher with information about the student teacher, and to invite suggestions as to information which would be useful.

6. Time pressures

The time spent in dealing with a student teacher may well be an important factor in attracting or discouraging qualified cooperating teachers, and may influence the quality of the experience. It might be as well an indication of the background of preparation of some students.

7. Scope of training experience

It is generally agreed that the student teaching experience should encompass as many facets as possible of teaching. An attempt is made to discover what variety of practice is permitted, and whether creativity and experimentation are encouraged under the security of supervision.

8. Problems and weaknesses

If the cooperating agencies are to continue to work together for the improvement of the student teaching program, it is important to recognize those factors which are considered problems by cooperating teachers, and what they consider weaknesses in the set-up.

9. Suggestions for guidance

Whether teachers would welcome further guidance and what forms of assistance would be most agreeable may indicate a direction for planning.

Analysis of data. -- The data gathered from the questionnaire[1/] were tabulated.

Interpretation of data. -- The interpretation of the data follows in Chapter IV.

1/ Questionnaire is found in Appendix

CHAPTER IV

ANALYSIS OF DATA

Purpose. -- The purpose of this study was to define and evaluate factors affecting the relationship of student and cooperating teachers in public schools.

Procedure. -- A questionnaire was carefully formulated which itemized certain factors involved in the student teaching situation and invited the reactions of cooperating teachers. The questionnaire was distributed to 372 Newton elementary school teachers. Of this number 270, or 72.58 per cent responded. Since some schools returned only those forms indicating participation in the student-teacher program, it seems reasonable to presume that some of the 102 questionnaires not returned would have indicated a lack of experience in the area of the study. If this is so, the 72.58 per cent return may be considered to provide a representative sampling of reactions of cooperating teachers.

Teachers who do not work with student teachers. -- The first part of the questionnaire was designed to be answered by those teachers who do not make a practice of working with student teachers. Its purpose was the identification of qualified teachers who do not work with student teachers, and an examination of the reasons for non-participation.

Summary of responses. -- The 35 tables which follow summarize teacher responses to the various items included on the questionnaire.

Table 1. Degree Status of Teachers Who Do Not Make a Practice of Working with Student Teachers

Male: 3 Female: 120 Total Group: 123

Degree	Number of Teachers
(1)	(2)
None.....	4
B.A.....	4
B.S. in Ed.....	109
M.A.....	1
M.Ed.....	4
M plus 30 hours.....	1

The preponderance of Bachelor degrees shown on Table 1 would seem to indicate rather recently trained teachers. This is substantiated by Table 2 which shows that 81.30 per cent of teachers who do not work with a student have from one to three years of experience.

Table 2. Teaching Experience of Teachers Who Do Not Make a Practice of Working with Student Teachers

Years of Experience	Number of Teachers	Per Cent of Respondents
(1)	(2)	(3)
1-3	100	81.30
4-6	9	7.33
7-9	1	.81
10-12	1	.81
13-15	1	.81
16-18	0	-
19-21	3	2.44
22-24	1	.81
25-27	0	-
28-30	4	3.26
31-33	0	-
34-36	1	.81
37-39	1	.81
40-42	0	-
43-45	0	-
46-48	1	.81
Total	123	100.00

Table 2 shows that 81.30 per cent of the teachers who do not work with student teachers have from one to three years experience. This explains why they do not work with student teachers as it is the policy of the city to place student teachers with cooperating teachers with more than three years experience.

Table 3. Reasons for Non-participation in the Student Teacher Program

(Some respondents indicated more than one item.)

Items	Number of Responses	Per Cent of Respondents
(1)	(2)	(3)
1. I do not consider that I have enough experience myself yet.....	117	95.12
2. A student teacher requires too much of my time.....	3	2.44
3. I am new to Newton.....	27	21.95

Table 3 shows that of 130 respondents, 117 indicated that they do not participate in the student teacher program because they do not consider themselves sufficiently experienced as yet. Of these, 27 are also new to Newton. These reasons would seem to be adequate for non-participation, and no further study is indicated.

Table 4. Degree Status of Teachers Who Work with Student Teachers

Male: 13 Female: 134 Total Group: 147

(More than one item may have been indicated)

Degree	Number of Teachers
(1)	(2)
None.....	15
B.A.....	12
B.S. in Ed.....	132
M.A.....	11
M. Ed.....	42
M plus 30 hours.....	5
C.A.G.S.....	5
Total beyond Bachelor degree	63

Table 4 reveals that 63 cooperating teachers have done graduate study. This represents 42.86 per cent who have gone beyond the required Bachelor degree.

Table 5. Teaching Experience of Teachers Who Work with Student Teachers

Years of Experience	Number of Teachers	Per Cent of Respondents
(1)	(2)	(3)
4-7	68	46.25
8-11	14	9.53
12-15	11	7.49
16-19	9	6.13
20-23	16	10.88
24-27	8	5.44
28-31	5	3.40
32-35	7	4.76
36-39	5	3.40
40-43	2	1.36
44-47	1	.68
48-51	1	.68
Total	147	100.00

It is interesting to note on Table 5 that the greatest participation in teacher training occurs in the years when such cooperation is first acceptable. Perhaps a prestige element enters in here. There is a noticeable decrease in succeeding years until year twenty when there is a renewed spurt of activity. Perhaps this is the place where the feeling of responsibility to the profession is strongest.

Table 6. Incidence of Participation in Student Teacher Program

Item	Number of Responses	Per Cent of Respondents
(1)	(2)	(3)
Every semester.....	91	61.90
One semester a year..	44	29.93
Every other year.....	8	5.44
Intermittent.....	4	2.73
Total.....	147	100.00

The figures in Table 6 reveal that 61.90 per cent of the cooperating teachers, almost two-thirds, work with a student teacher every semester.

Table 7. Methods of Assigning Students

Item	Number of Responses	Per Cent of Respondents
(1)	(2)	(3)
I volunteer.....	134	91.16
I am requested to take a student.....	8	5.44
A student teacher is assigned to me.....	5	3.40
Total.....	147	100.00

The responses charted on Table 7 indicate that 134 teachers, or 91.16 per cent, volunteer their service as cooperating teachers. This seems to indicate a dearth of qualifying standards beyond willingness. Only 8 teachers, or 5.44 per cent, state that they are requested to work

with a student, thereby implying master teacher status. The 5 teachers, or 3.40 per cent who have students assigned to them may also fall into this category.

Table 8. Reasons for Accepting Students for Teacher Training

(More than one response may have been indicated.)

Item	Number of Responses	Per Cent of Respondents
(1)	(2)	(3)
This is my contribution to the improvement of the profession.....	99	67.35
I find student teachers helpful.....	90	61.22
I enjoy working with young adults.....	78	53.06
I earn credit vouchers.	31	21.09
Other.....	7	4.76

It is significant that 99 teachers, or 67.35 per cent, work with student teachers as a contribution to the improvement of the profession according to Table 8. Only a few less, 90 or 61.22 per cent, find student teachers helpful. A comparatively small number state that they work with students as a means of acquiring credit vouchers.

Among the other reasons added by teachers, and with minimal response were: I find sharing ideas beneficial to my teaching; keeps me professionally alert and self-evaluating; gives the children a lift to have another

personality in the room. It is regrettable that such professionally sound reasons did not receive greater support.

Table 9. Teacher Practice in Regard to Working with Students from One College Exclusively or from Several Colleges

Item	Number of Responses	Per Cent of Respondents
(1)	(2)	(3)
Several colleges.....	78	53.06
One college exclusively...	69	46.94
Totals.....	147	100.00

The amount of knowledge a teacher has concerning the program in the college which sends a student would probably be influenced by the practice of working with students from one college exclusively or from several colleges.

More than half the teachers who work with student teachers, or 53.06 per cent, are involved with students from several different colleges, according to Table 9. This might indicate a good general knowledge of the varying philosophies propounded by the teacher training institutions in the area. It might also suggest a very limited acquaintance with any of them.

Table 10. Teacher Preferences of Sending Colleges

Item	Number of Responses	Per Cent of Respondents
(1)	(2)	(3)
No preference.....	98	66.67
Boston University.....	13	8.85
Wheelock.....	12	8.16
Harvard.....	8	5.44
Lesley.....	3	2.04
Boston College.....	3	2.04
Perry.....	1	.68
Boston Teachers College..	1	.68
Bridgewater Teachers C...	1	.68
Tufts.....	1	.68
Preference expressed but not named.....	6	4.08
Totals.....	147	100.00

Table 10 indicates that two-thirds, or 66.67 per cent, of the teachers who work with students do not have a preference of sending college. Expression of preference is so small as to have little significance.

Table 11. Reasons for Preference for Students from Certain Colleges

(More than one item may have been designated.)

Item	Boston University	Wheelock	Harvard	Others Combined
(1)	(2)	(3)	(4)	(5)
Success with majority of students from this college.....	13	12	4	3
Student teachers from this college possess a good background of information.....	13	11	8	8
The schedule of teaching hours is more agreeable.....	11	5	-	5
The student has a better knowledge of classroom procedure and teaching techniques.....	13	7	1	8
Your own training and experience in this college.....	10	2	1	5

Responses to this question were so meager that they are of very little significance.

Table 12. Time of First Meeting with Student

Item	Number of Responses	Per Cent of Respondents
(1)	(2)	(3)
Before assignment to you	20	13.61
Day assignment begins	127	86.39
Totals	147	100.00

The teacher's ability to put a student at ease may be improved by the circumstances of the first meeting. Table 12 reveals that a large percentage of teachers, 86.39 per cent, meets the student for the first time the day his assignment begins.

Table 13. Value in Meeting Student Teacher Before Assignment

Item	Number of Responses	Per Cent of Respondents
(1)	(2)	(3)
Yes.....	101	68.71
No.....	46	31.29
Totals....	147	100.00

Table 13 shows that more than two-thirds of the teachers, 68.71 per cent, feel that it is important to meet the student before assignment. According to Table 12, 86.39 per cent of them do not.

Table 14. Good Knowledge of Program Offered at College from Which Student Comes

Item	Number of Responses	Per Cent of Respondents
(1)	(2)	(3)
Yes.....	97	65.99
No.....	50	34.01
Totals....	147	100.00

Table 15. Manner of Obtaining Knowledge of Program

(More than one item may have been indicated)

Item	Number of Responses	Per Cent of Respondents
(1)	(2)	(3)
Through your work with students....	89	60.54
Through personal training at the college.....	45	30.61
In seminars, workshops, etc.	27	18.37
Through hearsay.....	5	3.40
Other (added by respondents) Conference with college supervisor.....	7	4.76
From other teachers	1	.68

Probably more effective cooperation would result from the cooperating teacher's adequate knowledge of the program of the college from which the student comes. Table 14 indicates that 97 teachers, or 65.99 per cent feel that they have such a knowledge of the program. Table 15 reveals that 89 teachers, or 65.99 per cent obtain this knowledge through their work with students. The validity of interpretation by an inexperienced student might be challenged. Significant is the very small percentage of teachers, 4.76 per cent, receiving this knowledge from the college supervisor who would probably be best qualified to define the program.

Table 16. Teachers Currently Taking Courses

Item	Number of Responses	Per Cent of Respondents
(1)	(2)	(3)
Yes.....	65	44.22
No.....	82	55.78
Totals.....	147	100.00

Table 17. Participation in Courses Helpful as Background for Student Teacher Training

(More than one item may have been designated)

Item	Number of Responses	Per Cent of Respondents
(1)	(2)	(3)
Psychology of Young Adults....	24	16.33
Supervision of Teaching.....	38	25.85
Improvement of Teaching.....	47	31.97

If it may be assumed that a cooperating teacher is also a master teacher, then it may also be assumed that this master teacher seeks professional improvement. Table 16 discloses that 65 teachers, or 44.22 per cent, are currently taking courses; 82, or 55.78 per cent are not. A question arises as to the availability of courses that would aid in the implementation of the student teacher program.

Table 17 reveals that relatively small numbers of teachers have taken courses whose subject matter might be expected to yield guidance in working with student teachers. Only 16.33 per cent of the respondents have taken a course in the psychology of young adults, a most important background for working with student teachers.

Table 18. Dates of Courses Taken

Year Taken	Number of Respondents		
	Psychology of Young Adults	Supervision of Teaching	Improvement of Teaching
(1)	(2)	(3)	(4)
1959-1955...	16	25	33
1954-1950...	2	9	3
1949-1945...	3	3	9
1944-1940...	1	-	2
1939-1935...	-	-	-
1934-1930...	-	-	-
1929-1925...	-	-	-
1924-1920...	1	1	1
Totals.....	23	38	47

Table 18 reveals that of the 23 people taking a course in the Psychology of Young Adults, only sixteen of these have taken such a course in the last five years, one as long ago as thirty-seven years. Twenty-five of the 38 people indicating participation in a course in Supervision of Teaching have taken such a course in the last five years, one as long ago as 39 years. Of the 47 teachers reporting participation in a course in the Improvement of Teaching, 33 took such a course in the last five years. The oldest course in this category is 19 years old.

There may be a relationship between the incidence of courses taken within the last five years and the fact revealed on Table 5 that 41.49 per cent of teachers who work with students have 4-7 years experience. Some of the courses listed conceivably were taken prior to teaching.

Table 19. Types of Information Received About Students Prior to Assignment

(More than one item may have been indicated)

Item	Number of Responses	Per Cent of Respondents
(1)	(2)	(3)
An announcement of the student's impending arrival.....	59	40.13
An autobiography.....	62	42.17
No information.....	55	37.41
Completed data form.....	20	13.61

The teacher's acceptance of a student may well be influenced by the type of information received in advance about the student. Table 19 reveals that 37.41 per cent of the teachers polled receive no information at all. Some of the 40.13 per cent of the teachers who said they received an announcement of the student's impending arrival qualified it with "sometimes". The inference is that some teachers don't even know they will be having a student teacher until said student walks in the door. This would seem to be an area where more college-school system cooperation is indicated.

Table 20. Information About Student Teachers Which Cooperating Teachers Consider Important

(Several items may have been indicated)

Item	Number of Responses	Per Cent of Respondents
(1)	(2)	(3)
Educational background.....	137	93.20
Special skills.....	137	93.20
Other experiences with children	130	88.44
Professional preparation: majors, minors, etc.	119	80.95
Autobiographical sketch.....	108	73.47
Intellectual interests.....	102	69.32
Hobbies.....	98	66.67
Health.....	82	55.78
Leadership opportunities.....	81	55.10
Travel.....	77	52.38
Recreational activities.....	67	45.58
Social interests.....	63	42.86
Age.....	53	36.05
Employment.....	44	29.93
Community service.....	44	29.93
Family background.....	36	24.49
Military service.....	18	12.24

Table 20 shows the results of question 14 in the questionnaire which asks teachers to select items of information which they consider valuable to have about their students. If better understanding comes about as a result of greater knowledge of a person, then all of these items may be considered important. It is significant that all items were checked. Some teachers suggested that some of this information would be acquired by association with the student. Some who checked employment would be interested if the employment were concurrent with the student teaching experience.

Table 21. Contact with College Regarding Student

(More than one item may have been indicated)

Item	Number of Responses	Per Cent of Respondents
(1)	(2)	(3)
Impromptu talk with observing supervisor.....	131	89.12
Arranged conference with college supervisor.....	27	18.37
No contact.....	5	3.40

The figures on Table 21 indicate that for 89.12 per cent of the respondents, an impromptu talk with the college supervisor is the chief contact in regard to the student between the college and the cooperating teacher. This seems a rather casual arrangement. Teacher opinion as to sufficiency of this contact is revealed on Table 22.

Table 22. Sufficiency of Contact with College

Item	Number of Responses	Per Cent of Respondents
(1)	(2)	(3)
Yes	76	51.70
No	71	48.30

According to Table 22, teacher opinion is fairly close as to the sufficiency of contact with the college: 76 teachers, or 51.70 per cent, feel that contact is sufficient; 71 teachers, or 48.30 per cent, would like more contact. Because these results are so close, further investigation here might be indicated.

Table 23. Schedule for Conference with Student Teacher

(More than one item may have been indicated)

Item	Number of Responses	Per Cent of Respondents
(1)	(2)	(3)
After school.....	127	86.33
Before school.....	97	65.99
During school.....	35	23.81
Other		
Lunch hour.....	27	18.37
Coffee break.....	2	1.36
Evenings at home or via phone.....	2	1.36
Any time that can be arranged.....	2	1.36
Immediately after lesson...	1	.68

The scheduling of conferences with the student to plan and evaluate may be one of the difficult factors in the student teaching situation. Table 23 shows current practice in this regard. Most such planning is done before and after school by respondents. Many teachers deplored the necessity for in-school conferences due to the scheduling of afternoon classes for certain students, thereby compelling their immediate departure at the close of the morning session.

Items under "Other" were contributed by teachers and are included, despite the small number of respondents represented by them, to show that every imaginable time is used for conferences.

Table 24. Time Spent with Student Teacher for Planning and Evaluation

Respondents: 96

Item	Number of Responses	Per Cent of Respondents
(1)	(2)	(3)
15 minutes.....	1	.68
20 minutes.....	2	1.36
30 minutes.....	11	7.48
1 hour.....	22	14.97
1½ hours.....	10	6.80
2 hours.....	33	22.45
4 hours.....	5	3.40
5 hours.....	10	6.80
6 hours.....	1	.68
9 hours.....	1	.68

Teachers were asked to give an approximation of time spent weekly with a student teacher for planning and evaluation. Some were not able to state a time. Table 24 shows the amount of time spent weekly by 96 respondents. Such time ranges from 15 minutes to nine hours. Median time is two hours. This is also the time mentioned by the largest number of respondents, 22.45 per cent. It is evident that the problem of time is a considerable one.

Table 25. Influence of Work with Student Teacher on Scope of Other Activities

(More than one item may have been indicated)

Item	Number of Responses	Per Cent of Respondents
(1)	(2)	(3)
Depends on student.....	121	82.31
Gives more opportunities.....	38	25.85
Limits activities.....	19	12.89

Table 25 seems to indicate that the influence on a cooperating teacher's other activities of her work with a student depends upon the individual

student. This was stated by 121, or 82.31 per cent of the teachers. It is significant that the smallest number of responses was for the item suggesting the limiting of activities, only 19 teachers, or 12.89 per cent indicating this.

Table 26. Orientation of Student to School

(More than one item may have been indicated)

Item	Number of Responses	Per Cent of Respondents
(1)	(2)	(3)
By cooperating teacher.....	99	67.35
By principal or head teacher...	88	59.86
By manual or other such aid....	27	18.37
Other Children.....	1	.68

The orientation of the student to the school may be an important factor in his adjustment. The manner in which it is done and by whom may be additional factors in establishing pleasant relationships. Table 26 shows that orientation is largely the responsibility of the cooperating teacher. This is evidence of the casual attitude surrounding the student teacher, although a considerable number, 59.86 per cent, said that a little extra prestige was added to this experience by the presence of the principal or head teacher.

Table 27. Practice of Preparation of Pupils for Coming of Student Teacher

Item	Number of Responses	Per Cent of Respondents
(1)	(2)	(3)
Yes.....	115	78.23
No.....	32	21.77
Total.....	147	100.00

Whether the boys and girls are aware of the status of the student teacher may be indicated by the practice of the cooperating teacher in preparing, or not preparing, her pupils for the student teacher's coming. Table 27 shows that 115 teachers, or 78.23 per cent, prepare their pupils for the coming of a student teacher. Perhaps greater cooperation may be expected from boys and girls thereby, especially in the initial, perhaps more difficult days of the experience. Some teachers qualified their "yes" with "if I know".

Table 28. Policy of School in Regard to Sharing Faculty Room with Student Teachers

Item	Number of Responses	Per Cent of Respondents
(1)	(2)	(3)
Yes.....	129	87.69
No.....	14	9.52
Other No space.....	4	2.73
Total.....	147	100.00

Since most authorities agree that students should sample all aspects of teaching, the sharing of the faculty room could be a very valuable experience in the light of some of the more relaxed discussions that might be heard therein. Table 28 reveals that most students have the privilege of sharing the faculty room, 129 teachers, or 87.69 per cent so stating.

Table 29. Teacher Suggestions for Allocation of Practice Teaching Experiences

Item	Initial Assignment		Final Assignment		Both Assignments	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Care of the room.....	63	42.85	24	16.33	47	31.97
Working with remedial cases	13	8.84	79	53.74	24	16.33
Evaluative procedures.....	27	18.37	45	30.61	53	36.05
Observation.....	97	65.99	3	2.04	33	22.45
Pupil counseling.....	4	2.73	71	48.30	10	6.80
Independent teaching.....	20	13.61	72	48.98	47	31.97
Development of competencies	30	20.41	42	28.57	41	27.89
Correcting papers.....	46	31.29	32	21.77	56	38.09
Informal diagnostic testing	18	12.21	67	45.58	22	14.97
Parent conferences.....	3	2.04	58	39.45	6	4.08
Self-evaluation.....	30	20.41	48	32.65	62	42.17
Intra-faculty experiences..	19	12.89	52	35.47	40	27.21
Clerical duties.....	45	30.61	30	20.41	45	30.61
Other						
Story time.....	1	.68	--	-----	--	-----
Follow-up and review....	1	.68	--	-----	--	-----
Collecting money.....	--	-----	--	-----	1	.68

A good practice teaching experience exposes the student to as many as possible of the responsibilities of teaching. All of the items listed in question 23 in the questionnaire are part of the teaching job. Teachers were asked to list those they considered important for an initial student teaching assignment, and which ones they would deem more suitable for a second or final practice teaching experience. Some teachers indicated that certain items might obtain in both situations. Table 29 charts teacher allocation of teaching responsibilities.

Table 30. Aid in Preparation of Demonstration Lesson for Prospective Employers

Item	Number of Responses	Per Cent of Respondents
(1)	(2)	(3)
Yes.....	103	70.06
No.....	44	29.94
Total.....	147	100.00

Many students, especially those in a final assignment, are visited by prospective employers. It seemed pertinent to inquire whether cooperating teachers take this into consideration. According to Table 30, many teachers, 70.06 per cent of the respondents, stated that they offer advice and guidance in this situation. It would be interesting to get a reaction from principals who visit applicants as to the quality of preparedness.

Table 31. Sources of Guidance for the Cooperating Teacher

(More than one item may have been indicated)

Item	Number of Responses	Per Cent of Respondents
(1)	(2)	(3)
Principal.....	74	50.34
College supervisor.....	71	48.30
School system.....	60	40.81
Literature.....	54	36.73
Other teachers.....	39	26.53
None.....	12	8.16
Other		
Elementary Supervisor (or consulting teacher)...	4	2.73
Head teacher.....	2	1.36
Course.....	2	1.36
Previous experience as critic teacher.....	1	.68
Own experience.....	1	.68

The need for guidance in an area as important as the student-cooperating teacher relationship must be admitted. The sources of this guidance are significant in the development of the program. The school system surveyed issues a handbook to cooperating teachers which states the policies of the system in regard to the student teaching situation. Beyond this, as shown on Table 31, 74 teachers, or 50.34 per cent, say that they receive guidance from their principal. Without disputing his competence, one may wonder how he finds time to adequately acquaint himself with the varying programs offered by teacher training institutions. Less than half of the responding teachers, 48.30 per cent, get help from the college supervisor. This would seem to indicate a need for greater effort on the part of the colleges to interpret their programs. A very small number of cooperating teachers, 8.16 per cent, reveal that they receive no guidance at all. It is incredible that even such a small percentage would be asked to do so important a job without some orientation.

Table 32. Expectations of Student Teacher

(More than one item may have been indicated)

Item	Number of Responses	Per Cent of Respondents
(1)	(2)	(3)
Express opinions.....	130	88.44
Try his own methods.....	128	87.01
Evaluate himself.....	128	87.01
Make his own decisions.....	99	67.35
Solve his own problems.....	60	40.81
Teach your way.....	27	18.37

It is generally agreed that a good practice teaching experience allows the student opportunity for experimentation, creativity, expression of

opinion, and self-evaluation. The figures on Table 32 indicate that a wide latitude of freedom is permitted the student teacher. Many teachers modified their choices with the expression "with guidance". Students are encouraged to express opinions by 88.44 per cent of the cooperating teachers. The student is expected to try his own methods by 87.01 per cent of the respondents. The student is helped to evaluate himself by 87.01 per cent of the teachers. Of the 18.37 per cent of teachers who ask students to teach as the cooperating teacher does, many offered the explanation that it was necessary in order to follow the curriculum or manual and to insure coverage of essentials. Even though the percentages of cooperating teachers who encourage independence seem high, the fact that some do not would seem to indicate need for more guidance for cooperating teachers.

Table 33. Teacher Opinion of Student Teacher Weaknesses.

(More than one item may have been checked)

Item	Number of Responses	Per Cent of Respondents
(1)	(2)	(3)
Insufficient knowledge of methods and techniques	88	59.86
Lack of background of information	57	38.77
Too great involvement in outside affairs.	51	34.69
Lack of punctuality	25	17.01
Poor interpersonal relationships		
With children	13	8.83
With cooperating teacher	3	2.03
With other teachers	3	2.03
No weaknesses	12	8.16
Emotional instability	11	7.48
Other		
Discipline	6	4.08

Probably a teacher opinion of student weaknesses would be a good indication to the colleges of need for reform in certain aspects of their programs. On the other hand, these same opinions might be a revelation of the limited background of understanding of the student teachers' problems on the part of the cooperating teacher, and of his need for more guidance. Table 33 shows that an insufficient knowledge of methods and techniques is considered a student weakness by 59.86 per cent of the respondents. One may wonder whether these cooperating teachers are aware that the practice teaching experience is designed to help to strengthen such weakness. Other items of significant response are lack of background of information, with 38.77 indicating this, and too great involvement in outside affairs, mentioned by 34.69 per cent. This last may show a lack of knowledge of characteristics and needs of the student teacher age group. It is significant that all other items, some of which could conceivably be sources of trouble, are mentioned by few cooperating teachers. This would seem to indicate maturity on the part of most students.

Table 34. Items Presenting Problems to Cooperating Teachers.

(More than one item may have been indicated)

Item	Number of Responses	Per Cent of Respondents
(1)	(2)	(3)
Lack of time for conferences with student teacher.....	80	54.42
Lack of provision for conference with student's supervisor.....	71	48.30
Lack of preparation on the part of the student teacher.....	65	44.22
Lack of knowledge of what is expected of you.....	48	32.65
Lack of information about the student..	27	18.37
Student-teacher-pupil relationships....	16	10.88
No problems.....	11	7.48
Other Discipline	3	2.04
Amount of time spent completing forms and recommendations.....	5	3.40

The biggest problem indicated by cooperating teachers is the perennial one of lack of time. Table 34 shows that 54.42 per cent of teachers responding indicated lack of time for conferences with student teachers as the greatest difficulty of the student teaching situation. The second problem appears to be the lack of provision for conference with the student's supervisor, with 48.30 per cent listing this. Lack of preparation on the part of the student teacher follows, mentioned by 44.22 per cent of cooperating teachers. Lack of knowledge of what is expected of

them was mentioned by 32.65 per cent of the respondents, a percentage sufficiently large to strengthen the feeling that more college-cooperating teacher contact is needed. The fact that 7.48 per cent of the teachers indicate no problems seems to present further evidence of the casual attitude surrounding the whole area, or may show a lack of sufficient understanding of the program to appreciate its problems.

Table 35. Teacher Suggestions for Aids to Improvement of Student Teacher Program

(More than one item may have been indicated)

Item	Number of Responses	Per Cent of Respondents
(1)	(2)	(3)
Conferences with the college supervisor.....	89	60.54
Seminars (Total).....	59	40.13
(Some did not designate a place)		
Within the city.....	26	17.69
At the college.....	16	10.88
Courses (Total).....	35	23.81
(Some did not designate a place)		
Within the city.....	20	13.61
At the college.....	4	2.73
Literature.....	30	20.41
Other		
No improvement necessary.....	12	8.16
Specific standards.....	1	.68
More time for student conferences.....	1	.68

The greatest number of responses, according to Table 35, show that 60.54 per cent of the cooperating teachers feel that the program would be improved by more opportunity for conferences with the college supervisor.

Next in order of number of responses is the suggestion for seminars, with 59 teachers, or 40.13 per cent, expressing themselves in favor of such activity. The percentage of teachers suggesting courses was small, 23.81 per cent. These figures seem to indicate further what so many of the tables have already revealed, namely, that many cooperating teachers are very comfortable with the student-teacher program as it presently exists.

CHAPTER V

SUMMARY AND CONCLUSIONS

1. The Scope of the Study

Purpose. -- The purpose of this study was to define and evaluate factors affecting the relationship of student and cooperating teachers in public schools.

Procedure. -- A questionnaire was carefully formulated which itemized certain factors involved in the student teaching situation and invited the reactions of cooperating teachers. This questionnaire was distributed to 372 elementary school teachers in the city of Newton, Massachusetts. Of this number 270, or 72.58 per cent responded.

Limitations of the study. -- There are a number of limitations to this study. To begin with, it explores a situation in a single city and only on the elementary level. Other cities and other grade levels would need investigation if significant conclusions are to be reached. In addition, only cooperating teachers have been polled and the points of view of student teachers and supervisors whose involvement in the situation is equally important, have not been considered. The problem of semantics must be admitted, as must also the possibility of misinterpretation of the data. More, it is not unlikely that teacher responses may be somewhat influenced by a consciousness of what might be considered accepted professional reaction. It is important to note also that the questionnaire used has not been tested for validity and reliability.

2. Main Conclusions

Non-cooperating teachers. -- A response was solicited from non-cooperating teachers for the purpose of trying to discover why qualified teachers do not work with student teachers. Since 95 per cent of the respondents in this category claimed that they did not consider themselves sufficiently experienced yet, and the remainder gave plausible reasons for non-participation, it would seem that this area needs no further investigation.

Program one of expedience. -- Responses to the various items reflect an atmosphere of expedience and complacency. Nine colleges in the area are named by teachers as sending out student teachers. These institutions have a number of students for whom practice teaching is a requirement. Apparently, since responses to many of the items indicate a very casual relationship between college and school system, they welcome cooperation in whatever form. Of the cooperating teachers, 91 per cent reveal that they volunteer their services. One may assume a degree of discrimination by administration, but the impression persists that no definite qualifications for the role of cooperating teacher are stated by the colleges or by the school system beyond two years experience. Only five per cent of the respondents stated that they had been asked to take a student, thereby implying recognition of master qualifications.

Reasons for working with student teachers. -- It is gratifying to note the degree of dedication displayed by the 67.53 per cent of cooperating teachers who work with students as a contribution to the improvement of the profession. However, few have expressed appreciation of the challenge that

a young teacher can offer, especially from the point of view of forcing a teacher to evaluate her own philosophy and methods.

Knowledge of college program.-- The question arises as to the adequacy of knowledge of the college program when it is perceived that more than half of the cooperating teachers work with students from several colleges. It might be debated whether a more effective experience results for both cooperating teacher and student teacher if the cooperating teacher gets to know the philosophy of a certain college and deals with students from that college exclusively, or whether a cooperating teacher's background is enriched by association with several colleges. Further study might prove valuable here. Two-thirds of the cooperating teachers indicated a good knowledge of the college program, but since 66 per cent of that number said that they get this knowledge by their work with students, and only about one-third of them by professional training, the extent of the knowledge might be questioned on the basis that a student teacher may not yet be ready to interpret the program from a professional point of view. It seems as though some philosophy and basic principles might be defined by the colleges. The fact that a talk with the college supervisor, and that usually impromptu, is the chief contact with the college denotes a complacency which might well be challenged. The attitude is further reflected when about half the teachers consider this contact sufficient.

Qualifications of cooperating teachers.-- As has been mentioned, the preponderance of volunteers among cooperating teachers suggests a lack of definite qualification requirements. Training and years of experience are

tangibles. It is interesting to note that the largest groups of cooperating teachers occur in the four, five, and seven year experience brackets. Maybe cooperation is a prestige factor at this experience level. Surely these teachers have had time to develop confidence and competence while retaining much of the enthusiasm which is an invaluable attribute of a good teacher. It is significant to note that of twenty-nine teachers who volunteered critical comments, twenty-four have over fifteen years experience. This would seem to indicate a more discriminating evaluation of the situation and higher standards as the experience level increases. The fact that volunteers for cooperation among the more experienced group are fewer may indicate dissatisfaction and subsequent withdrawal from the program.

Since certain training is presently prescribed, degree status may be assumed and the important consideration becomes the content of courses and how recently the courses have been taken. Less than half of the cooperating teachers are currently taking courses, and although courses indicated were mostly of fairly recent date, less than a third of the responding teachers indicated participation in the types of courses that might be considered valuable background for working with student teachers.

Casual acceptance of students. -- That the student teacher is rather casually inducted into what the authorities consider the most important phase of the teacher training program is revealed by the dearth of information the cooperating teacher receives to prepare him for the arrival of the student teacher. Some cooperating teachers state that they don't even know that they will have a student teacher until he appears in the doorway.

Teachers have designated many items of information about student teachers which they consider valuable. It is not impossible that the colleges involved could cooperate to evolve a form which would supply this information. In addition, orientation to the building is largely the responsibility of the cooperating teacher and the importance which a principal might lend to the occasion is discounted. The indication that most students are granted the privilege of sharing the faculty room is encouraging because the informal discussion likely to be encountered here can provide an important learning situation.

Status of student. -- Apparently the pupils are given an appreciation of the status of the student teacher, since 78.23 per cent of the cooperating teachers indicate that they prepare their pupils for the coming of a student teacher. Many added "if I know one is coming". A greater degree of pupil cooperation might be anticipated because of this preparation.

Time spent with student. -- The dedication of cooperating teachers is demonstrated by the amount of time given to planning and evaluating with the student teacher. Conferences occur at all possible times and the total time spent by those who were able to specify time extends from fifteen minutes to nine hours in a week. Moreover, few teachers complained that their activities were limited by their work with students.

Principal chief guide. -- The principal is cited as the chief resource person for guidance for the cooperating teacher. While his competence may not be disputed, it is necessary to question his ability to be well-informed about so many college programs.

Allocation of experiences. -- All of the possible experiences itemized are considered important by one authority or another. None of them was considered unimportant by teachers. The only controversy arose over the item "Parent conferences" with 14 teachers specifying that they would never permit a student this experience, and a few qualifying it "as an observer".

Teacher opinion of student weaknesses. -- It is not altogether surprising that 59.86 per cent of the teachers consider the biggest student weakness an insufficient knowledge of methods and techniques. Since part of the purpose of the student teaching experience is to provide students with more of these, weaknesses in this area would be expected. The fact that a lack of background of information is also indicated as a weakness may be due to the variety of expectations of cooperating teachers who also exhibit individual differences. A good understanding of young adults is necessary for development of consciousness of their various drives. Maybe the colleges can perform a service here by helping to develop such awareness since some cooperating teachers consider involvement in outside affairs a weakness.

Problems of cooperating teachers. -- Lack of time for conferences with the student teacher is a problem stated by cooperating teachers that might well have been anticipated since time pressure is the perennial problem of the teacher. Other problems checked in significant numbers reveal anew the need for more college-school system cooperation: lack of provision for conference with student's supervisor; lack of preparation on the part of the student teacher; lack of knowledge of what is expected of him; lack of

information about the student.

Teacher suggestions for improvement. -- Highly chosen among the items suggesting ways of improving the program was the demand for more conferences with the college supervisors. Since 40.13 per cent of the cooperating teachers indicated that seminars would be helpful and another 23.81 per cent would appreciate courses, it would seem that the need of some sort of guidance is urgently felt.

3. Recommendations

Further research. -- There is need indicated, not alone by this study, but also by the dearth of investigation reported in the literature, for further research. Reactions of teachers in other systems and on other levels should be sampled, as should points of view of supervisors and student teachers. The qualifications of a good cooperating teacher should be more definitely stated. Since many teachers responding to this study indicated the desirability of a pre-assignment meeting with the student teacher, this area could stand investigation and experimentation. The "yes" and "no" responses of teachers to the item concerning the sufficiency of contact with the college were so close as to suggest that a more detailed check list on this question might prove revealing. The fact that no college has made a very great impact, since the percentages of teachers expressing a preference for any college are so small, suggests the usefulness of an itemized analysis of strengths and weaknesses of students from various colleges as a service to the colleges as well as to the school system. Further evaluation of the reasons for less frequent participation by those with 8-20 years of experience might be helpful in

finding ways of attracting some of these qualified people to cooperation. Since 65.99 per cent of the teachers queried claim a good knowledge of the program of the college from which their students come, but 60.54 per cent claim to get this knowledge from the students, it might be interesting to test the validity of the knowledge. Further study might also be made of the value of working with students from one college exclusively as opposed to working with students indiscriminately. Perhaps most important of all, there should be annual, or certainly biennial, evaluation of the whole student teaching set-up by all persons involved in it, with the intention of continual modification and improvement of the program.

Setting of standards. -- Even in a city which prides itself upon the selection of superior teachers, it is ridiculous to accept willingness as the sole requisite for cooperation, if this important area of education is to be adequately served. If we agree that the student teaching experience is as significant as many would have us believe, then our best teachers should be implementing it. Standards should be established. Teachers themselves admit a need for some training, so it is not unreasonable to presume that certain course requirements might be instituted.

Cooperation among colleges. -- Many factors indicate the need for a closer college-school system relationship. The pressure of time will be remonstrated, but any worthwhile endeavor demands time. Maybe closer cooperation could be achieved among colleges by establishing some common goals without sacrificing too much of their individualities. A joint meeting of participating colleges, school administration, and cooperating teachers at the beginning of a year, with some inspiration proffered along

with an exploration of common goals and procedures would not tax any of the schedules as much as a series of individual college efforts toward contact. Some uniformity has already been achieved in the evaluation forms presently in use. These forms represent combined college-school system effort, as does the manual on student teaching. Further consistency in forms, scheduling, and expectations could lighten the cooperating teacher's load and make her role more definitive.

Creation of new position. -- Perhaps, since the number of student teachers is as great as the enrollment of a good-sized school, it is not too idealistic to suggest the creation of a new position in the school system of a coordinator of student teaching. This job would be concerned with more scientific placement of students, especially in regard to teacher strengths, with increasing understanding between colleges and cooperating teachers, and with identification of likely prospective teachers. Probably this last duty would justify the cost to the city. Some arrangement might be planned for per capita contributions by the colleges to help defray the cost of the service.

Evaluation. -- The student teacher should not be the only subject for evaluation. The total experience should be evaluated frequently by the student, the college, the cooperating teacher, and the school system. No long periods should elapse without conferences of representatives of all factions at which suggestions for continuing progress and improvement might be discussed. Advancement on any front would be betterment for all involved.

Avoidance of complacency. -- Above all, let the attitude of complacency be avoided. Too great comfort and satisfaction can delay important advances. We should constantly aim for the best possible program for the student teacher because by it benefits accrue to the entire educational system coincidental with the prospect of an increasingly effective future.

APPENDIX

APPENDIX A

INQUIRY FORM

Dear fellow teacher,

Many of us who teach agree that the responsibility for the improvement of the profession is, to a large degree, our own.

One of the most effective ways of bringing about desired improvement is by the training of student teachers.

This study is aimed at discovering ways to better the student teaching experience, both for the student and for the cooperating teacher. It is being conducted by a member of a Seminar in Elementary Administration and Supervision under the direction of Dr. W. Linwood Chase, School of Education, Boston University.

Your frank reactions to the accompanying check list will be most helpful and greatly appreciated. An envelope is supplied for your completed form. Seal it, and return it to your principal as soon as possible.

Thank you very much.

A STUDY OF THE FACTORS RELATING TO THE FUNCTIONS OF THE COOPERATING TEACHER

Please fill in:

____Male ____Female ____Grade level

Degree status____ Date of degree(s)_____

Experience (Count this year as one year)_____

IF YOU DO NOT make a practice of working with a student teacher, please check here_____.
Then, check the reason below:

___I do not consider that I have enough experience myself yet.
___A student teacher requires too much of my time.
___Other (Please explain in a few words)

IF YOU SOMETIMES WORK WITH A STUDENT TEACHER, please answer the following questions:

DIRECTIONS: Following is a list of items to which you are asked to give your reactions. There is no right or wrong answer. Your effort will be completely anonymous, so your frank response is invited.

SOME QUESTIONS MAY REQUIRE MORE THAN A SINGLE CHECK

1. How often, generally, do you have a student teacher in your room for training?

____Every semester
____One semester a year
____Every other year
____Other (Please mention)

2. How are student teachers assigned to you?

____I volunteer
____Other (Please mention)

3. Why do you accept a student teacher for training?

____I find student teachers helpful.
____I earn credit vouchers by having a student.
____I enjoy working with young adults.
____This is my contribution to the improvement of the profession.
____Other (Please mention)

4. In the last five years have you had students from

____One college exclusively (Please mention college) _____
____Several colleges

5. Do you have a preference for student teachers from a particular college? ____Yes (Please mention college_____) No ____

6. If you have stated a preference in No. 5, is this preference a result of

____Success with majority of students from this college.
____Student teachers from this college possess a good background of information.
____The schedule of student teaching hours is more agreeable.
____The student has a better knowledge of classroom procedure and teaching techniques.
____Your own training and experience in this college.
____Other (Please mention)

7. Do you meet your student

____Before assignment to you. ____The day assignment begins.

8. Do you feel that it is valuable to meet the student teacher before assignment? ____Yes ____No

9. Do you feel that you have a good knowledge of the nature of the program offered at the college from which your student comes?

____Yes ____No

10. If you have answered "Yes" to No. 9, has this knowledge been gained

____Through personal training at the college
____Through hearsay
____Through your work with students
____In seminars, workshops, etc.
____Other (Please mention)

11. Are you currently taking a course (or courses)? ____Yes ____No

12. Have you taken a course in:

Psychology of Young Adults	____Yes (Date____)	____No
Supervision of Teaching	____Yes (Date____)	____No
Improvement of Teaching	____Yes (Date____)	____No

13. What kind of information have you received about your students PRIOR to their assignment to you?

____Completed data form
____An autobiography
____No information
____An announcement of the student's impending arrival
____Other (Please mention)

14. Which of the following items do you consider important information for you to have about your student?

____Educational background
____Employment
____Military service
____Leadership opportunities
____Travel
____Health
____Recreational activities
____Special skills
____Other experiences with children
____None of these
____Professional preparation: majors, minors, etc.
____Community service
____Social interests
____Age
____Intellectual interests
____Hobbies
____Family background
____Autobiographical sketch
____Other (Please mention)

15. What contact do you generally have concerning your student teacher with the college which sends him/her?

____Impromptu talk with observing supervisor
____Arranged conference with college supervisor
____None
____Other (Please mention)

16. Do you feel that your contact with the college is sufficient?

____Yes ____No

17. When do you confer with your student teacher to plan and evaluate?

____Before school
____During school
____After school
____Other (Please mention)

18. Can you give an approximate figure of the length of time spent in such student teacher conferences weekly?_____

19. How does working with a student teacher influence the scope of your other activities?

____Limits time ____Gives more opportunities ____Depends on student

20. How is the student teacher oriented to your school?

____By cooperating teacher
____By manual or other such aid
____By principal or head teacher
____Other (Please mention)

21. Do you prepare the boys and girls in your room for the coming of a student teacher? ____Yes ____No

22. Is it the policy of your school to permit student teachers to share the faculty room (for lunch, etc.)? ____Yes ____No

23. Will you mark the following question by designating with a (1) those experiences which you consider best suited for an initial teaching assignment. Then mark with a (2) the experiences you think a student should encounter in a final teaching experience. It is possible that some items will have both a (1) and a (2).

____Care of the room
____Working with remedial cases
____Evaluative procedures
____Observation
____Pupil counseling
____Independent teaching
____Development of competencies
____Correcting papers
____Informal diagnostic testing
____Parent conferences
____Self-evaluation
____Intra-faculty experiences
____Clerical duties (Attendance, etc.)
____Other (Please mention)

24. Do you help your student teacher to prepare a demonstration lesson for prospective employers? ____Yes ____No

25. From what source do you receive guidance in working with your student teacher?

____Principal
____School system
____College supervisor
____Literature
____Other teachers
____None
____Other (Please mention)

26. Which of the following do you expect your student teacher will do?

____Try own methods
____Make own decisions
____Express opinions
____Teach your way
____Solve own problems
____Evaluate self

27. In general, what weaknesses do student teachers display, in your opinion?

____Poor interpersonal relationships
  ___with children
  ___with cooperating teacher
  ___with other teachers
____Insufficient knowledge of methods and techniques
____Emotional instability
____Lack of punctuality
____Lack of background of information
____Too great involvement in outside affairs
____Other (Please mention)

28. Which of the following items present problems to you in your student teaching program?

____Lack of information about the student
____Lack of knowledge of what is expected of you
____Lack of time for conferences with student teacher
____Lack of provision for conference with student's supervisor
____Lack of preparation on the part of the student teacher
____Student-teacher-pupil relationships
____Other (Please mention)

29. Which of the following aids do you think would improve your student teacher program?

____A course (At the college ___; Within the city___)
____Literature
____Conferences with the college supervisor
____Seminars (At the college ___; Within the city___)
____Other (Please mention)

THANK YOU FOR THE TIME YOU HAVE SPENT CHECKING THESE ITEMS

Any further comments which you may care to make concerning the problems of the teacher who works with a student teacher in her classroom will be greatly appreciated.

APPENDIX B

TEACHER COMMENTS

APPENDIX B

TYPICAL TEACHER COMMENTS FROM RETURNED INQUIRY FORMS

Teachers' comments were invited in various sections of the questionnaire. Some of them are very revealing and their inclusion enhances the study. Typical remarks follow:

I find sharing ideas stimulating and beneficial to my own teaching.

It has been a real inspiration for me to have had some of the fine young people who have been assigned to me in my classroom. Some have kept up correspondence with me since their departure and have been very successful in their work.

The past two years I have declined to accept students. The quality of student seems to be down-graded!! The girls fail to control the children and this creates a huge problem. Our high I.Q., high-spirited children just can't take it. Divided authority is disastrous. My first responsibility is to the children.

Modern gals are too reluctant to assume responsibility.

I have never had a student teacher, but I have been one. I think that if teachers have some idea of what they are expected to do to help the student it would prove valuable. Some teachers feel a student is in the room to observe only. I think a student should have definite tasks every day and be responsible for different types of lessons each day. Most master teachers are wise enough to realize you can only gain experience by teaching, but there are a few who are not thoroughly aware of the best techniques to help the student achieve success in the teacher-pupil relationship.

A guide of some sort would be helpful.

I felt the course, Supervision of Student Teaching, which has been offered by Wheelock to Newton cooperating teachers, very helpful.

I also felt the Harvard meetings in conjunction with the Graduate School program very worth while.

It is a very rewarding experience to work with young people who are sincerely interested in becoming teachers.

However, it is a very frustrating job to try to motivate student teachers who choose elementary field because they thought this would be "the easiest to teach".

I like Wheelock and Tufts because the student teacher is not there every single day. This is for my own benefit as I like to have the children alone some of the time. (I believe it is better for the student to come daily for his own benefit).

I think that when they are student teaching, students should not be required to take courses at college in the afternoon. The program should be all student teaching, with maybe a seminar at the college.

I feel that, in general, the selection of classrooms in which to place student teachers is often not the best that could be made. I don't think that a student teacher should ever be placed in a situation where the cooperating teacher has not had at least three years experience unless she is unusually good.

One burden that should be mentioned is the number of times we are called upon to fill out references many times on the same student for several years after she has practiced with us.

I realize that these students need recommendations for securing positions, but I find that these forms and requests are quite numerous and are quite an extra chore with all the demands and obligations we have to meet in our regular work.

As far as time is concerned, I think it important that supervisor's visits be scheduled in advance in order to avoid conflicts.

I think the practice teaching experience should be long enough to afford the student a total view of the school program.

Many students have a lack of contact with an elementary class before they begin to teach. I suggest time in classrooms for observation during Junior year. I feel I should not have to prepare a student for his teaching experience.

Teaching is a full-time job involving a total of some twenty-six hours a week in the classroom or on the playground with the children, plus more hours devoted to preparation of work; checking assignments; giving extra help to children who have learning difficulties; clerical work; parent-teacher, nurse-teacher, and principal-teacher conferences; writing progress reports to parents; school and city-wide faculty meetings; PTA, etc. The teacher who adds to this program the training of student teachers must either neglect something or assume an almost intolerable burden. Granted, student teachers can give some assistance to the classroom teacher. However, the amount of assistance rendered by these students varies greatly according to their varying abilities and desires. Moreover, many of the duties of the classroom cannot be performed by a student, regardless of her ability and desire. Also, it should be remembered that it is the teacher who is responsible for the progress of the pupils. If she accepts student teachers she assumes an added responsibility -- that of providing opportunities for their growth.

The pressure on the classroom teacher might be somewhat lessened and the chances of a successful laboratory period for the student increased if the following policies, accepted in whole or in part by some of the teacher training institutions, were to be adopted by all:

1. Provide the classroom teacher with definite information regarding a) what is expected of her, and b) what she should expect of the student.

2. Provide the teacher with as much pertinent information as possible regarding the student <u>prior</u> to the assignment.

3. Never assign a student to a school until she has had adequate training in methods and techniques.

4. Plan the student's schedule so that she has time for conferences with the teacher, and inform the teacher as to what time is available. No teacher should be expected to give half her lunch hour or to get to school before eight in the morning for conferences.

5. Plan for at least two teacher-supervisor conferences, one near the beginning of the student's training period, and one near the end.

There are many factors involved in item 26. Certainly a student should be a person who can think for herself. In conferences with the teacher she should feel free to express her opinions. Under certain conditions, she should make decisions and solve her own problems. However, in order to have a classroom run smoothly a certain definite pattern of procedure must be established. Whether or not the student agrees with the pattern she should be expected to conform. The same holds true in dealing with subject matter - the manual, guide, or method used by the teacher must be followed to preserve continuity and prevent confusion.

Together, student and teacher should be able to agree upon areas within which the student may try out some of her own plans and methods.

During the past few years, many students have been transfer students and have come into the classroom knowing nothing about educational methods.

I find that if there is a personality conflict between myself and students, I lose interest in helping them and they become a burden. As a result I often feel inadequate as a proper influence or help to the student.

I feel that I have never had a truly effective student teacher, although it may be that I have been expecting too much.

All of my recent students, save one, have been engaged to be married. This, naturally, was their main interest in life, but it left little time for planning for my classroom which, of course, is my main concern. I wish them happiness, but I become impatient when they find little time for the job which is my main concern- my children.

How one student ever got to be a senior in Education is beyond me. I felt, as did her supervisor, that she was a total loss. And yet, this girl was well into her fourth year of education toward becoming a teacher. She had NO background of information at all. When we were discussing Columbus and the Sea of Darkness which he explored, she was upset because she couldn't even locate it on the map.

I feel there must be a more realistic evaluation of these people as they go along, not letting them slide through as this girl did. It is unfair to the student and certainly unfair to the school system in which she will be teaching young children.

Students lose continuity of daily work when they are divided between the classroom and their own work at the college. I would like them in the classroom all the time.

I had not realized until I began to fill in this questionnaire how much there is to the job of working with a student teacher.

The questionnaire made me take a good look at my own practices.

Student teachers are inclined to be unprofessional. They group within a school for security and relate all of their experiences freely and carelessly.

The girls I've had have all been vague about their responsibility to me and to the youngsters. Some time should be spent orienting them on what's expected of them "above and beyond the call of duty".

I think a student teacher should not be called out of her assigned classroom to assume duties elsewhere in the building except on rare occasions or in case of an emergency.

There is a lack of interest on the part of some students. They are going to college just to get a degree, intending to be married soon, not sure whether they will ever work. Some want to teach for a year or so, but have no intention of taking it seriously.

I agree that student teaching is the responsibility of the profession and we must provide opportunity for students to try their wings. I must confess that in general they are, to my mind, a liability and I resent being "sold" a student on the basis of the assistance I shall receive in performing my job. The quality of assistance depends on the quality of the student, of course. It seems to me that one major problem is the degree of criticism the supervising teacher should offer. Something should be done on the part of the college to make clear this aspect of the relationship between the student and the teacher.

Divided authority confuses children. In an effort to uphold the student's dignity it is often necessary to backtrack on one's own standards of discipline, work habits, and use of slang. The student's ignorance of Newton's way of teaching certain basic subjects is a handicap.

I would like to see a closer relationship between the college and the cooperating teacher. We need, too, a better understanding of the student's background, experience, and desires.

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