AN ANALYTICAL AND DESCRIPTIVE TECHNIQUE
FOR RATING STUDENT TEACHERS

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AN ANALYTICAL AND DESCRIPTIVE TECHNIQUE
FOR RATING STUDENT TEACHERS

DISSERTATION

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North Texas State College in Partial
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By

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CHAPTER I

INTRODUCTION

Statement of the Problem

The problem of this study was to develop an analytical and descriptive technique for rating the performances of student teachers.

In order to arrive at a solution to this problem, the following sub-problems were to be solved; namely,

1. To develop and validate a set of criteria for describing and rating the performances of student teachers

2. To develop and validate a descriptive rating scale utilizing those criteria

3. To develop a technique for using this descriptive rating scale

4. To establish reliability of the instrument and to demonstrate the ability of the instrument to perform its intended functions.

Hypothesis

It was the hypothesis of this study that

1. A descriptive rating scale of student teaching performance can be developed

2. A technique for rating and describing student
teaching performance can be developed that will adequately indicate the individual student teacher's behavior in the various areas that comprise the functions of teaching.

3. A reliable instrument can be developed to perform the function of rating student teacher performance.

Need for the Study

Communities want competent teachers for their children. It is also true that citizens who pay taxes, parents of school children, school officials, and pupils themselves want teachers who meet high standards and who will fit well into their school system.

Frequently, employing agencies contact the placement offices or the directors of student teaching in teacher preparatory institutions for the purpose of employing the best available teachers for their schools. Obviously, the determination of the "best" teacher, especially the beginning teacher, is extremely difficult. Criteria that have significant predictive value are and have been virtually non-existent.

Traditionally, when an approach of this nature was initiated by an employing agency, the stock answer was either to make a value rating of a particular individual or to select some five or six likely candidates for consideration. A method of this nature is, at best, a "hit or miss" technique that is based frequently upon flimsy evidence or
personal bias. This type of value rating frequently leans too heavily on potential rather than actual performance. This would appear to be fallacious or at least questionable when used in the absence of a consideration of performances. It has long been apparent that an individual may meet this traditional evaluation for initial employment and still turn out to be an unsatisfactory teacher. Perhaps a more thorough description and analysis of individual performances might tend to alleviate this situation.

In recent years, value rating, as such, has fallen into considerable disrepute. Some of the reasons for this appear to be justified while others appear to be appeasement mechanisms to prevent loss of morale, antagonism, or resentment. Nevertheless, ratings continue either good, bad, or indifferent.

In the early days of public education, the town's selectmen visited schools to make sure that a teacher was carrying out the wishes of the community in teaching the limited curriculum of that age. Criteria used for judging teaching performance varied greatly from one official to another, but they usually centered upon the degree of pupil "discipline" and the smoothness of the recitation of subject matter during the time of visitation.

Today, schools are visited for much the same reasons. Criteria by which teaching is evaluated, however, have been subjected to much analysis and study through experimentation.
These criteria have had the tendency to redirect evaluative processes away from such techniques as ranking of teachers, making qualitative statements about each teacher, and merit rating.

The task of evaluating the individual student teacher is a continuing problem. From the standpoint of the student teacher and for the welfare of the profession as a whole it is important that the beginning teacher be placed in a situation that he is capable of handling well. In order more nearly to guarantee that initial success, it appears necessary that a record of typical reactions in the various areas of teaching be described, analyzed, and recorded. The basic idea underlying this approach is that actual performance is important.

Limitations of the Study

In order to accomplish the purposes of this study, it appeared to be desirable and expedient to establish certain limitations. These limitations are as follows:

1. Because of the wide variety of laboratory experiences available in the student teaching program at North Texas State College, this study is limited to the student teaching program in that institution.

2. Application of the instrument that was developed is limited to fifty secondary and fifty elementary student teachers.
3. Cooperating teachers were selected, using as a basis such factors as
   a. Successful participation in previous off-campus laboratory experience programs
   b. Willingness to maintain a permissive attitude and to encourage the development of students in the performance of teaching activities consistent with good classroom management.

4. This study accepted the Minnesota Teacher Attitude Inventory as a measure of interpersonal relationships. This acceptance is made with the realization that the Minnesota Teacher Attitude Inventory is perhaps not the final word in this area but that it appears to be the most promising instrument and technique that is available at this time.

5. The steps in this study which involved selecting behavior items in terms of teaching practices from principles of psychology, sociology, and democracy were based upon logical analysis. This treatment is acknowledged as a limitation on this study.

Definitions of Terms

In the course of the development of this problem, many terms are used in a rather unique sense or, more specifically, in a sense not in daily use; consequently, the need for a definition of terms becomes apparent for reasons of clarity and better understanding. A solution for this
possible lack of understanding is attempted through the listing of definitions used previously in a study made by Holstine and Stevens. 1

1. Professional laboratory experiences include all those contacts with children, youth, and adults (through observation, participation, and teaching) which make a direct contribution to an understanding of individuals and their guidance in the teaching-learning process.

2. Student teaching is defined as the period of guided or supervised teaching when the student assumes increasing responsibility for the work with a given group of learners over a period of lessons or learning experience.

3. On-campus student teaching is student teaching done in a campus laboratory school or in any other school administered and staffed by the college or university, and over which the college or university exercises major legal authority.

4. Off-campus teaching is that teaching which is conducted in the program of any school not defined as a campus school.

5. All-day student teaching is that teaching in which the student teacher is assigned for the entire school day for a stipulated period of weeks. Usually, such an assignment includes co-curricular activities in the school and cessation of all college classes and activities during the period of student teaching.

6. Block plans of student teaching are those in which the student teacher is assigned for two or more periods a day to student teaching for a given number of weeks in addition to a professional course or courses.

7. Interns teaching is teaching which meets the following pattern of criteria:
   a. The teaching is for a major portion of the day, usually for a full year.
   b. Participating persons are college graduates.
   c. Such individuals are paid by the school districts, though on a lower basis than regular teachers.

d. Intern teachers are supervised by college 
or university personnel.

8. The **supervising teacher or supervisor** is a 
regular teacher in the on-campus laboratory school in 
whose class or classes the student teacher is given 
responsibility for supervising the student teacher, 
such as examining unit and daily plans, holding in-
dividual and group conferences with student teachers, 
and evaluating progress and markings.

9. The **cooperating teacher** is an off-campus teacher 
into whose classes or activities are placed college 
students who obtain credit in student teaching. The 
function is much like that of the laboratory school super-
vising teacher. However, unlike the laboratory school 
supervising teacher who enjoys full responsibility, the 
cooperating teacher shares responsibility with a super-
visor from the campus.

10. The **college supervisor** is a staff member of 
the college who regularly visits or observes student 
teachers usually, but not necessarily, in a specific 
field or in certain subjects and grade levels. He is 
ordinarily responsible for a limited number of courses 
on the campus, particularly methods courses, and de-
votes the major portion of his time to off-campus visita-
tion and conferences with his student teachers and off-
campus cooperating teachers.

11. The **observer** is differentiated from the 
student teacher in that the observer does not participate 
in the classroom teaching or activities to which he is 
assigned. His function is one of study and report, an 
intellectually active but physically passive function.

Sources of Data

The principal source of data was these results that were 
obtained through the application of the instrument in rating 
the performances of student teachers, and in comparing those 
results with their ratings on other factors that have been 
demonstrated as having some value in the effort to find 
"good" teachers.

Other data were obtained from books, reports, disserta-
tions, yearbooks of the Association for Student Teaching, and
bulletins and articles on rating and evaluation. Certain principles of field psychology, sociology, democracy, and education were utilized to help establish the validity of the criteria to be used in the development of the proposed instrument.

Procedures and Treatment of Data

In order to achieve the objectives and purpose of this study, the following procedures and treatment of data were used:

1. A study, review, and analysis of literature and materials in the field of rating and evaluation were made in order to furnish suitable criteria for this study and to supply answers to such questions as:

   a. What criteria should be met in the construction of a valid and useful rating scale?

   b. What principles may be summarized from an analysis of questionnaires and rating scales that have been studied for possible use in this study?

   c. How can the halo effect, that is so common in rating scale results, be reduced or eliminated?

   d. Upon what basis should student teachers be rated?

2. A determination and listing of those areas that comprise the functions of teaching were made. The determination of those teaching tasks or functions of teaching was
made largely from literature by authorities in the field of student teaching.

3. These broad areas or functions of teaching were validated by principles of field psychology, sociology, and democracy.

4. In order to be best understood and to be made suitable for evaluative and descriptive purposes, those areas of teacher tasks were reduced to behavioristic terms, again basing this reduction on principles of those sciences appertaining to teaching.

5. These behavioristic terms were then developed into a set of activities or performance criteria by the process of stating them in such manner as to give them animation.

6. These descriptive performance criteria were assembled and listed under the appropriate major area of the functions of teaching. In this manner an instrument for describing and rating the individual student teacher was developed.

7. Each item included in this instrument was rechecked to be sure that those principles of field psychology, sociology, and democracy were not violated.

8. A technique of utilizing this instrument was developed largely through the determination of answers to such questions as the following:

   a. Who will rate the student teachers?

   b. What criteria shall be utilized in the selection of cooperating teachers?
c. When shall the ratings occur?

9. In order to test the method of determining reliability of the rating scale, a pilot study was made on a sampling of student teachers at North Texas State College.

10. Reliability of the instrument and a technique of utilization was established through a test-retest procedure. In the test-retest procedure the items on the rating scale were rearranged as a means of avoiding recall.

11. The results of the descriptive rating scale of student teacher performance were compared with the results or scores of these same student teachers on the following:

   a. Minnesota Teacher Attitude Inventory
   b. Otis Mental Ability Test

12. Finally, summaries of the results of the application of this descriptive rating scale of student teacher performance and a recommendation for improving the instrument and the technique of utilization were made.

Related Studies

While it is acknowledged that all of the studies that have been made on rating or evaluation of any aspect of teaching are related somewhat to this study, only those studies that are concerned directly with the rating or evaluation of student teaching or that have direct bearing on this study are listed in this section.
Michaelis, Kinney, and Bush made a study in 1949 dealing with the evaluation of student teaching that is closely related to this study in several aspects. The philosophy of the California Council on Teacher Education is mentioned in their study and is indicated in the following statement:

'It is believed by the Council that a statement of behavior, what the teacher actually does, is more helpful than vague references to qualities such as personality, intelligence, appearance and character. 3

Their study was directly concerned with the determination of the function of student teaching, the study of teaching competence, and the establishment of certain principles of evaluation. The results of the study indicated that the function of student teaching included the following elements:

1. Student teaching consists of the experiences provided in the teacher education program in which students guide the learning of children under professional supervision.

2. The function of student teaching is to bring together in teaching-learning situations the processes and understandings developed in basic courses so that increasingly higher levels of competence may be developed.

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3 Ibid., p. 6.
3. Utilizing the student needs, interests, and problems as a focus of attention, students are helped to draw upon their knowledge of the community, growth and development, learning, democratic social values, and purposes of education to plan, develop, and evaluate learning experiences.

4. Group processes that promote effective human relations are discovered, utilized, and appraised in the student's work with pupils and fellow teachers.

The phase of their study directed toward teaching competence resulted in the "California Statement on Teacher Competence." This same study provided a statement of principles that may serve as guide lines for the operation of a program of evaluation. These principles are as follows:

1. Evaluation of student teaching must give attention to all aspects of teaching competence.

2. Values must be clarified because they determine the kind of teaching which will be emphasized as evaluation is carried on.

3. Evaluation is a continuous process and must be operative throughout the entire program.

4. Evaluation of student teaching must be done co-operatively.

5. Evaluation is part and parcel of the student teaching process and must not be viewed as a separate, discrete aspect.

6. Evaluation of student teaching must be carried on in a variety of teaching-learning activities in which teaching competence is observable.

7. Self evaluation leading to self direction is an essential feature of sound evaluation.

8. Evaluation is effective to the extent that sound principles of learning are used in the program.

9. A variety of appraisal instruments, techniques, and devices should be used.

10. Evaluative instruments and techniques, should be selected in accordance with the needs that exist at a given time.

11. Comprehensive records are needed to assure intelligent interpretation of evidence gathered through evaluation.

Michaelis, Kinney, and Bush further contend that unless real insights into behavioral aspects of teaching are developed by those in the teacher education program, effective evaluation cannot be achieved. Another point of their study is that the evaluation of student teaching must give attention
to all aspects of teaching competence and that the personal-social adjustment and the way the student teacher is developing as a person must be given real consideration.

Berger and Merritt have made a study dealing with evaluating group processes that is related in some aspects to at least one part of this study. Their study deals rather intensively with evaluating the student teacher's ability and behavior in using group processes in working with children and young people. The authors have suggested some criteria for evaluating group processes that are related rather closely to certain aspects of this study.

These authors analyzed the records of twenty-nine students who had done their student teaching during the 1948 fall quarter at Northern Illinois State Teachers College for evidences of their ability to use group processes with children. The results of their study are summarized as follows:

1. One may conclude that student teachers are given more opportunities to promote pupil participation in planning than in evaluating their classroom activities.

2. One may also conclude that students need more experience in these and other aspects of group processes.

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5Donald Berger and J. Willis Merritt, "Evaluating the Student Teacher's Ability to Use Group Processes in Working with Children and Young People," Twenty-Eighth Yearbook of the Association for Student Teaching (Lock Haven, Pennsylvania, 1948), pp. 92-103.
Bach's scale for evaluation of student teaching and the study that produced it are closely related to several aspects of this study. Bach's study utilized the technique of making a survey of present practices in evaluating student teachers and of combining its findings. He contacted 255 teacher preparatory institutions by mailing a questionnaire which asked whether these institutions used some form of a rating scale. Two hundred and three replies were received, and 164 of these replied affirmatively. A second questionnaire was sent to those institutions which used rating scales, and 126 usable replies were received.

These scales were analyzed and each item was put on a separate card. The cards were then sorted and grouped where exact wording existed. A larger grouping was also made under headings which had similar wordings. These groupings were analyzed and a rating scale which incorporated them, using the frequency of appearance as a basis, was developed. A manual with definitions and descriptions was also constructed.

Bach's method of constructing a rating scale, his suggested principles in the use of rating scales, and his listing of criteria which should be met in the construction

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of a valid and useful rating scale are related somewhat to several areas of this study.

Strebel's summarization of the broad purposes of the evaluation of a student teacher is somewhat related to this study especially since he stresses the point that one of the primary problems of the supervisor of student teaching is the evaluation of the student teacher.

Merriman and Grim's study dealing with needed research and experimentation in the evaluation of student teachers is very closely related to many aspects of this study. This is especially true in that their study has raised many pertinent points and has been responsible for some of the elements that have been incorporated into this study.

Their study accepted the definition of evaluation as being a process of

1. Judging the value of an educational experience and the effectiveness of an educational program
2. Appraising the status and effectiveness of the student teacher.


In actuality, their study is the pulling together and summarization of other studies that are included in the Twenty-Eighth Yearbook of the Association for Student Teaching. For example, they suggest that there appears to be agreement that studies are urgently needed to throw light on the factors of personality that are related to success in teaching. They recognize that there is no one personality that is most effective—that many different kinds can make valuable contributions to the educational development of boys and girls. However, there is a suggestion that there may be a core of personality which plays its part in making some teachers successful and others not. They emphasize that studies are needed that will utilize a large population over a long period of time.

One of the questions these studies would attempt to answer is: "What possibility is there that we may predict, with any assurance, the future success of our student teachers?"

To summarize their study briefly, it was found that in appraising the growth in competency of the student teacher, three areas were indicated:

1. Self appraisal
2. Personality
3. Records

Ibid.
In considering student teaching program trends, they suggest that four should be more critically and objectively evaluated:

1. Extensive-intensive programs
2. Community participation programs
3. Individualizing instruction

They do admit, also, that there are other areas in the evaluation of student teaching which need further study and experimentation.

Kinney's study, recorded in monograph form, entitled *The Measure of a Good Teacher*, and the accompanying checklist of factors in teaching competence are rather closely related to this study in several aspects. His study deals primarily with the teacher as a person and the person as a teacher. This approach occupies a rather close relationship with this study.

Kinney begins this study by pointing out the need for a definition of what good teaching is; by defining the teacher as a person and the person as a teacher; and by stressing the practical usefulness of a definition of teaching competence. The study is concluded by listing, in great detail, certain factors in teaching competence.

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The studies by Cook, Leeds, and Callis which produced the *Minnesota Teacher Attitude Inventory* are closely related to many aspects of this study. Materials and results recorded in their manual for the *Minnesota Teacher Attitude Inventory* are so closely related to certain areas of this study that it appears desirable to compare the results of the proposed study to them.

It can be seen that many studies have been made that have dealt with student teaching and the evaluation of student teachers. Many of these studies appear to have been primarily concerned with a value rating of the individual student teacher or of the teaching situation. However, investigation of related studies failed to find any study that parallels this study as set forth in the statement of the problem.

CHAPTER II

CRITERIA AND CONTENT FOR THE STUDENT
TEACHER RATING SCALE

As a first step in the development of a rating scale for evaluating student teacher performance certain problems in the construction of the actual scale had to be solved. It was necessary to determine a basis for developing a rating scale. It was also necessary to determine the tasks or functions of teaching, and to select a basis for rating.

It was the purpose of this chapter to select criteria with which to evaluate the rating scale, to determine the tasks of the teacher, and to select a basis for rating student teachers.

Determination of Criteria for the Student
Teacher Rating Scale

There are both subjective and scientific criteria which should be considered in developing or judging the worth of a system of rating or of a rating scale. Teacher rating has been considered to be a process by which people

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make choices and come to decisions. Recording and evaluating professional laboratory experiences appear to be integral parts of any adequate guidance program. The evidences provided by these recording and evaluating techniques are of great significance in helping student teachers to move toward acceptable goals in their preparation for teaching.

Obviously, certain criteria should be met in the construction of a useful and valid rating scale. Bach suggests that the following criteria should be met:

1. The scale should be constructed cooperatively by a number of workers who intend to use it.

2. The scale should contain enough specific traits to sample all important aspects of desirable teacher behavior.

3. Each trait or behavior to be appraised should be carefully described or defined.

4. Opportunities should be provided for evidence and documentation of each rating made.

5. Specific directions should be given for using the scale.

The N. E. A. pamphlet entitled "Teacher Rating" lists the following criteria for a good rating:


1. The ratings should conform to criteria established for tests; they should be objective, reliable, and valid as a measure of teaching success or some important aspect of teaching.

2. Ratings should be so administered as to minimize tension and embarrassment between rater and teacher.

3. The rating should indicate that the rater is thoroughly acquainted with the teacher's work.

4. A rating should not depress the teacher by overemphasis on his shortcomings but should encourage improvement on a basis of his strong points.

5. The form and administration of the rating should encourage honesty and fairness on the part of both the rater and teacher.

6. Supporting evidences for the rating should be available.

7. Democratic principles should be applied to the establishment and application of a rating system.

8. Any rating system should be easy and inexpensive to administer.

The sub-committee of the Standards and Surveys Committee of the American Association of Teacher Colleges

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emphasizes the following guides in further developments in the area of recording and evaluating professional laboratory experiences:

1. Evaluation is an integral part of the learning process.

2. Many of the growth values sought, both for the college student and for children, cannot be rated but are best evaluated through critical analysis of descriptive evidence of specific behavior and situations.

3. Evaluation is a continuous process to be developed by persons guiding the student.

4. The student should have an active part in recording and evaluating his growth and development.

5. The evaluative process used with the college student should demonstrate the principles basic to helping children evaluate their work.

These criteria which have been included in the foregoing listing appear to be representative of the thinking of specialists in the field of rating or evaluation of professional laboratory experiences. Consequently, they were utilized in the determination of the criteria for the rating scale that was developed in this study.

The criteria that were selected and used as a basis for the development of this student teacher rating scale are included in the following listing:
1. The scale should be constructed cooperatively by a number of workers who intend to use it.

2. The scale should contain enough specific traits to sample all important aspects of desirable teacher behavior.

3. Each trait or behavior to be appraised should be carefully described or defined.

4. Opportunities should be provided for evidence and documentation of each rating made.

5. Specific directions should be given for using the scale.

6. The ratings should be so administered as to minimize tension and embarrassment between rater and teacher.

7. The ratings should indicate that the rater is thoroughly acquainted with the student teacher's work.

8. The form and administration of the rating should encourage honesty and fairness on the part of both rater and teacher.

9. Supporting evidences for the rating should be available.

10. Democratic principles should be applied to the establishment and application of a rating system.

11. Any rating system should be easy and inexpensive to administer.

12. Evaluation is an integral part of the learning process.
13. The ratings should conform to criteria established for tests; they should be objective, reliable, and valid as a measure of teaching success or some aspect of teaching.

Determination of a Basis for Rating

There are several bases for ratings that have been suggested from time to time. Admittedly, the finding of an adequate basis for rating is not easy.

The N. E. A. pamphlet "Teacher Rating" lists several possible bases for rating. These are as follows:

1. Pupil progress
2. Methods of teaching
3. Personality
4. Mental attributes
5. Contributions to school and community
6. Growth and development

The further suggestion is made that a composite basis offers better possibilities.


These ways are:


1. Character and personality traits
2. Desirable competencies or performances

The bases that have been listed contain some objectionable points. Pupil development is measurable only in certain areas. Rating teachers in terms of pupil progress tends to prevent modifications in the curriculum. Too, teachers who know they are to be rated in terms of pupil achievement may tend to concentrate their energies on measurable areas while, at the same time, neglecting areas less susceptible to measurement.

There is no one single personality that is best for teaching. It has been suggested that perhaps there may be a "core" of personality traits to be found in "good" teachers but much work remains to be done in this area.

While it is true that scientific measurements of intelligence, skills, aptitudes, attitudes and interests, can be made with a fair degree of accuracy, they, as yet, cannot be used as a sole basis for judgment. Perhaps when more work has been done to determine their relationship to teaching success, they may furnish significant evidence of the individual teacher's ability.

The basis of contributions to school and community appears to be at best, only a segment of the entire problem.
Perhaps this basis is, in reality, merely one of the functions or tasks of teaching. While it is true that a record can be made of the services of the teacher to both school and community, in order that the individual teacher may have credit for those services, evidence of the quality of his relationships with others is rather difficult to obtain. Consequently, it appears that contributions to school and community are not an adequate basis for rating teachers.

Rating scales employing a graded series of samples of performance or behavior as standards are potentially the most refined of all rating scales. The use of actual descriptions of performance or behavior reduces some of the differences in interpretations usually found among different raters. In recent years, the technique of rating what the teacher actually does has gained much favor from persons engaged in rating and evaluation.

The following statement by the California Council on Teacher Education is representative of the thinking of some authorities in the area of rating:

It is believed by the council that a statement of behavior, what the teacher actually does, is more helpful than vague references to qualities such

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as personality, intelligence, appearance, and character. 9

Using performance as a basis for rating, makes possible positive evidence on which to base the rating. Other bases for rating did not appear to offer such tangible evidence. For this reason the performances of student teachers were selected as the basis for rating in this study.

Selection of Content for the Student Teacher Rating Scale

In order to obtain direction for evaluation of student teaching, it appeared necessary to determine what the functions or tasks of that experience really are. Many specialists in this area appear to be in agreement that the broad function of student teaching is to bring together in teaching-learning situations the processes and understandings acquired in basic courses to the end that increasingly higher levels of teaching competence may be acquired. Some of these specialists have listed or elaborated the functions of student teaching in the form of teacher competencies. Some have described broad areas, while others have made surveys of evaluative instruments, that have been and are


10Flowers, Stratemeyer, Patterson, and Lindsay, op. cit., pp. 170-171.

currently being utilized in rating student teachers, for the purpose of obtaining a consensus in regard to the determination of a basis for a more adequate rating scale.

Kinney\textsuperscript{13} lists several roles in teaching competence, and reduces the major roles into numerous sub-roles. This listing is as follows:

1. A director of learning
2. A counselor and guidance worker
3. A mediator of the culture
4. A member of the school community
5. A liaison between school and community
6. A member of the profession

Obviously, some of these roles would not be fully applicable to a student teaching situation. For example, the student teacher is not as yet a full member of the profession, neither does he consistently afford good liaison between the school and community. This failure is imposed because of his limited time in the community and the restriction of relationships with members of the community. Thus it would appear that the items \textit{A liaison between school and community} and \textit{A member of the profession} would be acceptable only on a modified scale or in relation to the laboratory experiences available to the student teacher.

\textsuperscript{13} Kinney, \textit{op. cit.}, pp. 23-36.
The California Statement of Teaching Competence, which is very closely related by virtue of authorships, to Kinney's statement of factors of teaching competence, states that the competent teacher

1. Provides for the learning of students
2. Counsels and guides wisely
3. Aids students to understand and appreciate our cultural heritage
4. Participates effectively in the activities of the school
5. Assists in maintaining good relations between the school and the rest of the community
6. Works on a professional level

In 1947 a workshop in student teaching under the sponsorship of Northern Illinois State Teachers College was held for the purpose of developing a new student teacher record form. One of the outcomes of this workshop was the determination that the supervising teacher should make evaluations in four major areas. These areas are as follows:

1. The student teacher as a person

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15 Max Huebner, "The Development of a Student Teaching Record Form by a Workshop on Student Teaching," Twenty-Seventh Yearbook of the Association for Student Teaching (Ann Arbor, Michigan, 1948), p. 34.
2. The student teacher as a classroom teacher

3. The student teacher as a member of the community

4. The student teacher as a member of the profession

When these major areas were reduced to the form of a questionnaire several sections or sub-areas appeared. These sections that were included in the questionnaire are:

1. Acceptance by students
2. Understanding of pupils
3. Knowledge and control of subject matter
4. Skills in teaching
5. The management of instructional materials
6. The student teacher as a member of the profession
7. The student teacher as a member of the community

In their book dealing with laboratory experiences in teacher education, the sub-committee of the Standards and Surveys Committee of the American Association of Teachers Colleges included a listing of activities in which student teachers engage. This listing is as follows:

1. Groups or classroom situation
   a. Study of children
   b. Study of educational programs (curricular)
   c. Guidance of children
   d. Selection and use of techniques and methods of instruction
   e. Development of room organization

Ibid., pp. 35-38.

Flowers, Stratemeyer, Patterson, and Lindsay, op. cit., pp. 170-171.
2. Large school situation
   a. Making general school reports
   b. Meeting administrative problems
   c. Requisitioning supplies
   d. Participating in faculty meetings

3. Community relationships
   a. Activities pertaining to the school and the community
   b. Community activities of the teacher

4. Continuing professional development
   a. Direct improvement of teaching ability
   b. Professional contacts
   c. Planning a program of continuing in service education

The philosophy of Miner Teachers College concerning teacher education is similar to the philosophies stated by many other institutions. The philosophy of this institution in regard to teacher education is stated in the following objectives for student teaching on the secondary level:

1. The development of greater mastery of subject matter and of educational principles

2. The development of some measure of skill by the student teacher in certain fundamental methods, procedures, and techniques used in the teacher-learning process

3. The development of desirable professional interests, attitudes and ideals

4. The development of desirable personal characteristics and of desirable relationships to others

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In concluding what the nature of the student teaching experiences should be, the American Association of Teachers Colleges special committee report states the following:

If the student is to build an action picture of the role of the teacher in public education, there must be opportunity to share in the major activities of the teacher both in and out of the classroom. This includes seeing the work of the individual teacher in relation to the work of the school as a whole. It includes both the study of pupil and community background as a basis for improvement of the educational program and the study of the responsibilities and work of the school in sharing and bringing about change in community activities.19

Following an analysis of rating scales used by a large number of teacher preparatory institutions, Bach developed a rating scale utilizing twenty-five items which were divided into three major classifications, namely:

1. Competencies
2. Behavior controls
3. Essential qualities

Richey, in his book entitled Planning for Teaching, has included a rather detailed listing of the teacher's work. Upon analysis and grouping, these tasks are, in reality, quite similar to the categories enumerated by other authorities. His listing of the teacher's work includes the following items:

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Bach, op. cit., pp. 128-129.

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1. Supervision
2. Sponsorships
3. Guidance
4. Acquisition of materials
5. Evaluation and reporting
6. Clerical work
7. Maintenance of classroom
8. Meeting professional responsibilities
9. School community relations

Burton says that teaching is the encouragement and guidance of the learning activities of pupils, whether children or adults. He emphasizes that teaching includes both the spontaneous learning processes which occur in the natural on-going activities of persons and the learning processes resulting from teacher leadership, stagesetting, or any other legitimate stimulation.

Barr and Emans developed a composite view of the qualities essential to teaching success based upon an analysis of 209 rating scales. The major areas or categories that they selected, on the basis of frequency of choice, are as follows:

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1. Classroom management
2. Instructional skill
3. Personal fitness for teaching
4. Scholarship and professional preparation
5. Effort toward improvement
6. Interest in work, pupils, patrons, subjects taught
7. Ability to cooperate with others

Charters and Waples in an older study, have enumerated one thousand and one tasks of the teacher. Their listing does not appear to present any category that has not been presented in more recent listings of the tasks or functions of teaching, and, because of this fact, their listing was not included in this section.

Following the survey of the literature in the field of rating a listing of the major tasks of a teacher was made. The tasks were expressed in many different ways. Consequently, over one hundred items were compiled. The frequency with which certain tasks were mentioned indicated that these authorities were in substantial agreement on the tasks or functions of teaching. After these tasks had been grouped under the appropriate heading and according to frequency of mention, efforts were made to analyze the results. After examination, it appeared that the activities fell into

certain categories or areas of tasks. For example, there was a grouping of tasks centered around activities of a personal nature, activities relating to classroom situations and procedures, activities involving a degree of interaction with the community, and, finally, activities that had to do with professional growth and development.

This study was concerned with the performances of the student teachers in various situations, the major centers of activities or tasks were accepted as the framework for the rating scale that was developed. These major tasks or areas are as follows:

1. The student teacher as a person
2. The student teacher as a classroom teacher
3. The student teacher as a citizen
4. The student teacher as a member of the profession

It appeared that the performances of the student teacher as a person might best be observed and described in situations directly connected with or involved in the laboratory experiences available to that student teacher. Therefore, the student teacher rating scale was developed under the assumption that the activities or performances of the student teacher as a person were included in the three remaining areas, namely:

1. The student teacher as a classroom teacher
2. The student teacher as a citizen
3. The student teacher as a member of the profession
It was believed that evidences could be accumulated under these headings that would be adequate for descriptive purposes of student teacher performances and for a guide for improvement and professional growth. The listing of the tasks of the teacher was further analyzed and a set of activities was developed. These activities or performances were stated in behavioristic terms under the heading or broad area that appeared to be most logical. The listing is as follows:

I. The Student Teacher as a Classroom Teacher
   A. Displays skill in adopting psychological principles of learning
   B. Maintains an effective balance of freedom and security in the classroom
   C. Displays skills in making assignments
   D. Displays skills in presentation and discussion techniques
   E. Establishes good teacher-pupil rapport
   F. Demonstrates effective classroom management
   G. Utilizes adequate evaluative techniques
   H. Counsels and guides wisely

II. The Student Teacher as a Citizen
   A. Participates effectively in the activities of the school
   B. Achieves membership in the school community
   C. Is a liaison between the school and the community
III. The Student Teacher as a Member of the Profession

A. Adheres to a code of ethics
B. Demonstrates wholesome professional attitudes
C. Makes effort toward professional growth

Summary

A summary of the decisions, selections, and determinations in this chapter includes the following items:

1. Certain criteria should be met in the construction of a useful and valid rating scale. The criteria selected to serve as guiding principles in the development of the student teacher rating scale are as follows:

   a. The scale should be constructed cooperatively by a number of workers who intend to use it.
   b. The scale should contain enough specific traits to sample all important aspects of desirable teacher behavior.
   c. Each trait or behavior to be appraised should be carefully described or defined.
   d. Opportunities should be provided for evidence and documentation of each rating made.
   e. Specific directions should be given for using the scale.
   f. The ratings should be so administered as to minimize tension and embarrassment between rater and teacher.
g. The ratings should indicate that the rater is thoroughly acquainted with the student teacher's work.

h. The form and administration of the rating should encourage honesty and fairness on the part of both rater and teacher.

i. Supporting evidences for the rating should be available.

j. Democratic principles should be applied to the establishment and application of a rating system.

k. Any rating system should be easy and inexpensive to administer.

l. Evaluation is an integral part of the learning process.

2. Following an analysis and synthesis of rating scales currently in use and of literature in the area of teacher rating the performance of the student teacher was selected as the basis for rating in this study.

3. The tasks or functions of the student teacher were determined to include activities in the area of

   a. The student teacher as a person
   b. The student teacher as a classroom teacher
   c. The student teacher as a citizen
   d. The student teacher as a member of the profession.
4. The student teacher logically performs as a person in all of the selected areas, consequently, that area was deleted.

5. The resulting areas of performances and the selected activities under the appropriate headings are

a. The Student Teacher as a Classroom Teacher
   (1) Displays skill in adopting psychological principles of learning
   (2) Maintains an effective balance of freedom and security in the classroom
   (3) Displays skill in making assignments
   (4) Displays skill in presentation and discussion techniques
   (5) Establishes good teacher-pupil rapport
   (6) Demonstrates effective classroom management
   (7) Utilizes adequate evaluative techniques
   (8) Counsels and guides wisely

b. The Student Teacher as a Citizen
   (1) Participates effectively in the activities of the school
   (2) Achieves membership in the school community
   (3) Is a liaison between the school and the community

c. The Student Teacher as a Member of the Profession
(1) Adheres to a code of ethics

(2) Demonstrates wholesome professional attitudes

(3) Makes effort toward professional growth
CHAPTER III

VALIDATION OF THE STUDENT TEACHER RATING SCALE

In order for any rating scale to have psychological soundness it is necessary for all of the items contained therein to be validated by statistical procedures or by principles of various sciences. The validation measures used in this study included the efforts to validate the selected performances of the student teacher by the latter method and of establishing or ascertaining the reliability of the rating scale by statistical measures.

It was the purpose of this chapter to establish a basis for validating the tasks or activities of the student teacher, and to validate those selected activities.

Bases for Validation

The selection of the major areas of activities of student teacher performances has been described in the preceding chapter and were based primarily on logic and did not appear to demand validation. The sub-areas that were selected, however, as the tasks or activities that the student teacher performs presented a different situation. It appeared necessary to validate each of the areas selected by psychological, sociological, and democratic principles, and by statements of authorities in the field of student teaching.
This study was concerned with a description and analysis of the actual performance of the individual student teacher within each of the sub-areas. Consequently it became necessary to validate each of these sub-areas. Obviously it was impossible to validate the entire group, or even one major area with an array of principles. Therefore, each of the sub-areas was validated separately.

Since this study rested largely upon the application of sound principles of field psychology, sociology, and democracy, it appeared necessary to present validated listings of these principles as evidences that would tend to substantiate the inclusion of the activities that comprise the rating scale. These listings of specific principles were selected and offered as criteria that tended to validate those activities that have been designated as the tasks of the student teacher.

A listing of all of the principles of field psychology, sociology, and democracy would be virtually impossible to compile and would be most unwieldy. Therefore certain listings were selected as being representative of the principles that were available and were considered to be adequate for the purposes of this study. For example, in the validation process, representative and appropriate principles from field psychology, sociology, and democracy were selected as evidences of the validity of each activity. In addition pertinent statements from specialists in the field of student teaching
were presented which tended to support the validity of each activity included in the developed student teacher rating scale.

Principles of the Psychology of Learning

Following an analysis of the various listings of the principles of field psychology representative listings were selected for the purposes of this study.

Wheeler and Perkins have produced eight organic laws or principles of psychology that followed an assimilation of psychological facts. These facts, largely, were the results of experiments by Wertheimer, Lewin, Kohler, James, Dewey, Coghll, Koffka, and others. They are listed as follows:

1. The Law of Field Properties: Insight
   The law of field properties means that learning is a behavior pattern "of one piece" whose basic characteristic is organization. Any item of reality is in its own right an integrated whole that is more than the sum of its parts.
   a. Form in Learning: Initial Delay
      The learner must in any case perceive the problem as a whole or he will not solve it; if the material is so selected that form and plan can be easily perceived, then the problem will be learned more rapidly, because the subsequent organization of responses having to do with mastery develops at a faster rate and proceeds to greater lengths.

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b. Temporal Pattern in Learning: Rhythm

Temporal form is forced in the phenomenon of periodicity or rhythm, and appears in various forms of learning.

c. Maturity in Relation to Field Properties

The maturation process is one unit in time from beginning to end. The student who learns and understands the most undergoes a continuous, orderly process of maturation with respect to a major issue whose meaning expands and differentiates day by day.

d. Irradiation Patterns

The irradiation pattern is a field property which gives to details of the learner’s behavior at the time their characteristics, such as lack of interest, inability to see detail, and flegness.

2. The Law of Derived Properties: Goal

Parts derive their properties from the whole. The path to the goal is derived from the organization of the total pattern, set up at the beginning of the learning process.

The Whole Method

The whole method of learning proved the best because each detail of the material has no meaning in its own right.

3. The Law of Determined Action

The whole conditions the activities of its parts.

a. Problem of Selection in Learning

A particular movement emerges from the continuous movement-pattern, related with its antecedent and consequent movements, as it appears.

b. Interrupted Tasks

In experimentation on interrupted tasks the fact became evident that activity toward a goal was already determined before any detail of the solving process took place.

c. Initial Delay: Work and Rest Periods

The optimum distribution of work and rest periods in learning changes with the growth of the total learning pattern.

4. The Law of Individualization

The increase in detail is a differentiation process which is the result of proper stimulation. This differentiation process takes the form of emergence of details, which, as they emerge, already have membership character in the total pattern.

a. Dynamics in Skill

The skilled responses characteristic of the latter part of the learning process came as a result of a differentiation process.
b. Form and Transfer

The first perception of form is gross in character yet it covers the whole situation perceived.

Transfer of training also illustrates individualization. The emerged details of the original response and the new one are both differentiations from the same pattern.

5. The Law of Field Genesis: Maturation

Although maturation, in the long run, is a gradual process, the total pattern is new throughout each progressive step.

6. The Law of Least Action

Energy interchange takes place through the shortest spatio-temporal interval.

   a. The Goal: No learning takes place until a goal is perceived.

   b. Motivation and Least Action. If the learner's potentialities for action are set up with reference to some other goal than that of mastery in itself, activity will inevitably take place in that other direction, as a least action response.

   c. Length of Learning Material

   The easiest material to perceive, under a given set of conditions, is that which makes most explicit the relations involved, and this is the longest and most abstract material which the learner can adequately grasp.

   d. The Whole Method

   The tension under which the learner is working demands completeness of resolution. The learner is always approaching the goal as rapidly as he can under the existing conditions, so it means that he must comprehend as much as he can.

7. The Law of Maximum Work

Were the balance of a system is disturbed, all the available energy is employed in restoring equilibrium. The highly motivated individual must complete his task, otherwise he is bound to be restless and unhappy, and as a field of nervous energy, unbalanced.

8. The Law of Configuration

This law demands that a goal never be an isolated factor in the stimulus situation.

One isolated, discrete event can never interact with another because things of this character are nonexistent.
Theeler and Perkins have also listed a summary of laws or principles that have been established through the accumulation of data in relation to the learning process. A condensation of these laws is listed as follows:

1. Learning is a growth process.

2. The growth takes the form of maturation when regarded from the standpoint of the nervous system.

3. The growth takes the form of an evolution of insight when regarded from the standpoint of the organism's experience.

4. The growth occurs in an orderly fashion through a definite cycle from undifferentiated to differentiated response. It is an expanding differentiating unit of behavior. Local, individuated movements, such as reflexes, do not integrate.

5. Learning is the expression of a potential.

6. This growth potential, expressing itself in maturation, differentiates under stimulation and resolves itself toward remote ends. This means that mental development is a goal-activity.

7. Particular processes of learning commence in tensions that are relative to remote ends (low potentials) and therefore, demand resolution toward goals. Expressed psychologically, they commence with purposes that demand fulfillment.

Ibid., pp. 275-277.
8. The picture of the learning process is that of an undeveloped pattern of response demanding completion through expansion and individuation.

9. The energy of the learning process is derived from internal and external stimulation; the effects of the one are relative to the effects of the other. In other words, the learner is responding to a total situation and the goal is a locus in that situation.

10. There is no learning without the will to learn, because the will to learn is the only factor that, in human life, satisfies the procedure demanded by the laws of dynamics. The will to learn is the energy of the total organism conditioning the activities of its parts.

11. At no stage in the learning process is there random activity. To interpret learning in this way commits the fallacy of the double standard.

12. Each step in the learning process is organized under the law of least action. The most direct route to a given goal depends upon the alignment of stresses induced by the stimulus pattern, and upon the degree of maturation of the learner.

13. That situation will always be responded to which best resolves the learner's tension.

14. There is always motivation in learning. Motivation is the process of raising potentials. This comes about
in two ways; First, through intraorganic stimulation. This stimulation gives to learning its emotional aspect. Second, motivation comes through external stimulation in such a way that the stimulus-pattern provides a problem within the learner's level of insight. This is motivation by giving the learner understanding into the situation to which he is responding.

15. Motivation is a process of energizing and defining the learning process. Motives are not external to learning; they are the aspects of the more rapid and efficient learning that comes, first, with intensity of stimulation and second, with the fitness of the problem with respect to the learner's level of insight.

16. The development of the nervous system, of motility in the embryo, of motility in the infant, of co-ordination of movements in children and adults, and of perception and thinking, all follow the same fundamental set of laws.

17. There are no laws of learning that are not also laws of intelligent behavior, volition, emotion and personality.

18. Learning does not take root in instinct or drive, or in the original nature of man, as ordinarily understood, for there are no instincts or drives, nor is there an original nature of man. Man has the same nature when old as when young; his behavior is no different in principle at any two stages in his development. Searching for food, self-protection, and solving calculus are to be explained by the
same set of laws, applied to different sets of stimulus-conditions and levels of maturation.

Although differences of emphasis and degree exist among theories of learning, a great deal of commonality can be found among them. A survey of these similarities in the theories of learning outlined by Guthrie, Hull, Sandeford, Gates, Hartmann, and Lewin is summarized as follows:

1. Both situation and response are complex and patterned phenomena.

2. Descriptions and interpretations of learning, as all aspects of behavior, must be made in terms of the mutual relationships among events rather than in terms of independent properties or actions of the parts.

3. The organism must be motivated to learn.

4. Responses during the learning process are modified by their consequences.

5. Motivation is the direction and regulation of behavior toward a goal.

6. So called trial-and-error behavior might be more appropriately described as a process of "approximation and correction" or of "trying this and that lead to a goal."

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7. Learning is essentially complete when the individual has clearly perceived the essential relationships in the situation and has mastered the fundamental principle involved in the concrete problem.

8. The transfer of learning from one situation to another is roughly proportional to the degree to which the situations are similar in structure or meaning.

9. Discrimination, as well as generalization, is an essential aspect of effective learning.

The problems of which insightful learning set for learning theorists may be summarized around six principles of insightful learning. These principles of gestalt psychology are as follows:

1. Insight depends on capacity.
2. Insight depends upon relevant previous experience.
3. Insight depends upon the experimental arrangements.
4. Insight follows a period of fumbling and search.
5. Insight solutions can be readily repeated.
6. Insight, once achieved, can be used in new situations.

Tolman's laws of learning are not emphasized much within his systematic writing. They have little of the

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centrality of Hull's postulates or Wheeler's laws of dynamics. They are merely topics within which lawful relationships may be found. They are as follows:

1. Capacity Laws

Only organisms can learn. It is evident, therefore, that which the organism can learn must depend on what kind of organism it is.

2. Laws relating to the nature of the material

These laws suggest that there must be a togetherness of essential signs and their means-end relationship to the thing signified.

3. Laws relative to the manner of presentation

The more frequently and more recently the actual sequence of sign, means-end relation and significant data have been presented, the stronger, or other things being equal, this resulting sign-gestalt will tend to be.

Principles of Sociology

In addition to principles of field psychology as a basis for validation, sociological principles were also deemed necessary. Therefore, selected sociological principles that have been developed by leading sociologists are included as a part of the bases for validation.

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Walter Robinson Smith has presented sociological principles which hold implications for curriculum planning.

1. No amount of casuistry or intellectual legendreman can abstract the individual from the society which produced and nourishes him, nor a society from the individuals of which it is composed... Each is both the cause and the effect of the other.

2. The development of the social phases of personality is conditioned by human association.

3. The home is the greatest rival of the school in total educational importance and its best institutional ally in dealing with the pupil.

4. Next to the family the play group is the most effective agency in the physical, mental, and moral development of the child.

5. Those who live together tend to become like one another.

6. The intermediate groups serve as a connecting link between the primary social units and the expanding world beyond.

7. Relationships are remote and contacts are mainly indirect in the secondary social group.

8. The process of personal and social enlargement begun in the primary groups does not stop at racial or national boundary lines but extends outward to form a world consciousness and an international mind.

9. The problem of maintaining orderly social relationships is universal and it increases in difficulty as society grows more complex.

10. The concept of progress as a fact and as a motive power in human effort dominates western civilization.

The principles listed below are quoted from Landis' book, *Rural Life in the Process*.

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1. One of the primary factors in the maintenance of regular and orderly behavior. . . is the work routine.

2. Social accommodation has always been a major problem in America because of the migratory habits of its population.

3. Mobility decreases attachment to primary groups and increases contact with secondary groups of diverse patterns thus weakening the bonds which provide the basis for social control among members of local groups.

4. Those who live in the group adopt or retain its ways; those who live apart become eccentric and peculiar.

5. Distinctness of culture because of difference in religion or nationality background has been especially important as a factor in producing isolation in America.

6. Few people can be happy apart from intimate contacts.

7. The social roles of any populations are determined by the age make up of the population.

8. Glor presents three sociological principles that are related to curriculum planning. They are:

1. Varying composition of the population (foreign or domestic immigrants, etc.) has important results in the social life of a community.

2. The social organization of a nation takes its impress from the country it inhabits.

3. A population must develop a social mind before it can constitute a society.

Wiles contributes sociological principles for curriculum planning in his book, *Supervision for Better Schools*. They are listed as follows:

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1. Domination can be challenged on the basis of its contradiction of democratic concepts, but it is equally vulnerable when judged by its effect on releasing the full power of the group. Domination weakens the ability of groups and individuals. As someone makes decisions for the group, the power of members of the group to make their own decisions is reduced.

2. An organization can not be forced on a group. It emerges as they work together and grows out of the relationships of the people who compose the group.

3. When a group is subject to domination, it will deliberately organize its own actions in opposition to authority.

4. No group lives by itself. Its effectiveness is determined by its relationships with outside groups as well as by the working arrangements that have been created within the group.

Murphy's sociological principles that were pertinent to the present are:

1. At any given time the attitudes appearing in a subcultural group may be expressions of its own situation or expressions infiltrating from another subcultural area.

2. Ego formations or ego attitudes discovered in a general context of cultural events may reflect a situation which existed some time before but has ceased to exist.

3. A knowledge of the self-maintenance mores of a group will permit one to predict the group pattern in marriage, arts, politics, and religion.

4. Thinking more broadly about human society as a whole, we may suspect that only those who are functionally capable of carrying out a role will be admitted to it, and among those who are capable, only those will be admitted who are acceptable to those who control the society.

5. A given person who has a given relation to a group, when confronting any member of that group, a kind of person he could not otherwise be.

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6. Not all social roles are easily accepted. Many require an effort or put a strain on the individual.

7. An individual in society must enact several different roles (age, sex, class, etc.) at once, and their integration is no obvious or mechanical matter.

8. No personality is ever completely molded to the will expressed in the social code, even at high temperature and under constant pressure.

9. What the culture can do for the individual depends on the stuff he is made of. . . . The way in which a person grows in a culture is itself an expression of biological individuality.

10. The conclusion is often drawn that people should simply do the best they can to fit themselves into the scheme of society. This conclusion is ill advised, for it is only by not accepting culture that new cultures are made.

11. Our society still gauges things in terms of the importance of the individual.

12. Our society believes life is more interesting because individuals are different.

13. Each person, as a worker in a factory or as a member of a community needs some form of individualized escape.

14. During a period of successive crises, he who focuses perception in a clear, elemental way upon the means of survival may direct the whole caravan to take one route rather than another.

15. The vaster the organizations of power, industrial or political, the greater the power of the individual who knows how to seize the helm.

16. Certain uniformities of behavior appear because of structural and functional similarities between members of a group.

17. Membership in any or all social groups, small or large, involves some balance between defensive and competitive tendencies on the one hand, and tendencies toward participation or even self-immolation on the other.

18. The individual perceives himself as a figure in the figure ground pattern that is each social group, and that personality develops organically with this perception of the entire figure-ground system.

1. A society can exist only if it is orderly. The majority or controlling group must agree on ways of behaving. They must share in common certain sentiments and beliefs.

2. Without agreed-upon goals, purposes and interests, social activity would be impossible.

3. Society expresses its goals and accepted ways of achieving them through common symbols which carry, more or less, a common meaning for a considerable majority of the population.

4. Individuals expect certain behavior from others and act as others expect them to.

5. When standards compete, social stability is threatened.

6. The more a society welcomes or is subjected to outside forces, the greater the likelihood that traditional standards will have to compete with new values or give way before them.

7. Interdependence is a basic characteristic of a complex society.

8. Emotionally unstable and personally insecure people represent a grave threat to democracy.

Emory S. Bogardus in his book entitled *Fundamentals of Social Psychology* has listed the following principles:

1. Group life is the medium in which all inter-social stimulation occurs.

2. Individuals vary in their group-response mechanisms.

3. Common needs lead to group organization.

4. Much grouping is temporary in nature and transition from temporary to permanent groups is gradual.

5. Through groups, cultures are transmitted, thus freeing each person from having to start at the beginning of civilization and create language and other mental tools anew.

6. Inventions in methods of communications have made possible the formation of powerful groups without physical presence.

7. The members of a group possess a social self-consciousness.

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8. Group control may be so indirect as to allow persons to think that they are self-determining.

The following principles are taken from *Sociology, A Synopsis of Principles* by Cuber. 13

1. Insofar as a society is able to maintain the ethnocentrism of its members, that is, can keep the members believing that the purposes and functions of that society are right, good, and desirable, that group is more secure.

2. The period of time required for assimilation may be significantly shortened if the members of each group are not too ethnocentric in their appraisal of the other groups' culture.

3. When a high level of public information is achieved, and when people are free to speak their minds, there is greater opportunity to discover the inconsistencies in the culture, to point them out, and eventually win enough supporters to force a change.

4. Objects or units of behavior have no meaning outside their contexts.

5. Modes of thinking are derived from the cultural stream in which one functions.

6. Folk fear the things they learn to fear by participation in their culture.

7. Many of the basic characteristics of modern society like democracy, science, and high standards of living are so new to man's experience that he often has difficulty in knowing what to do with them.

8. New cultural elements can arise within the cultures or come from some other culture. Most societies secure more of their content from diffusion than from invention.

9. Urban life seems to necessitate different behavior patterns from rural life.

10. Social interaction depends not so much on the barriers of physical distance as upon culturally imposed barriers of attitudes of differentness, aloofness, superiority, or inferiority.

11. Differential status tends to become formalized or institutionalized into a system of differential privilege and opportunity accorded to persons on the

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basis of family and group affiliations, but differential status is a universal aspect of all societies past and present, primitive and modern.

12. Societies differ in the degree to which the various parts—institutions and groups—are integrated into an over-all pattern which is consistent within itself.

13. Persons and groups are almost continuously in a process of reciprocal stimulation and response called interaction.

14. Competition is usually accompanied by some point or cooperative effort, but a serious mental hygiene problem is created and seriously accentuated by highly competitive interaction.

15. A given societal condition may be demonstrably harmful to one class or group, but have no direct or discernible harmful effect on another class of people.

16. Social problems are usually interrelated with one another, aggravating the severity of one another, and sometimes apparently "causing" one another.

Principles of Democracy

Many listings of the principles of democracy were examined in the effort to compile an appropriate grouping or these principles for the purposes of this study. The following principles stated by recognized authorities were used as criteria for democratic soundness in this study.

14. Merriam lists five basic assumptions of democracy:

1. The essential dignity of man, the importance of protecting and cultivating his personality on a fraternal rather than a differential principle, and the elimination of special privileges based upon unwarranted or exaggerated emphasis on the human differentials.

2. Confidence in a constant drive toward the perfectibility of mankind.

3. The assumption that the gains of commonwealths are essentially mass gains and should be diffused as promptly as possible throughout the community without too great delay or too wide a spread in differentials.

4. The desirability of popular decision in the last analysis on basic questions of social direction and policy, and of recognized procedures for the expression of such decisions and their validation in policy.

5. Confidence in the possibility of conscious social change accomplished through the process of consent rather than by the methods of violence.

Hollingshead lists the following democratic principles:

1. Democracy regards the individual as of inestimable value and his development as the sole objective of society.

2. Democracy guarantees an equality of rights to all individuals.

3. Democracy insures freedom to all individuals.

4. Democracy places the relations of individuals upon the plane of fraternity.

5. Democracy regards individual and group welfare as interdependent.

6. Democracy places its confidence in the experimental methods of science as a means of intelligently directing the course of its development.

7. Democracy achieves its common goals through the cooperative efforts of its members.

8. Government in a democracy is "of the people, by the people, and for the people."

9. Democracy depends upon education as a means of perpetuating and improving itself.

The National Education Association lists the following principles of democratic education:

1. Democratic education has as its central purpose the welfare of all the people.
2. Democratic education serves each individual with justice, seeking to provide equal educational opportunity for all, regardless of intelligence, race, religion, social status, economic condition, or vocational plans.
3. Democratic education respects the basic civil liberties in practice and clarifies their meaning through study.
4. Democratic education is concerned for the maintenance of those economic, political, and social conditions which are necessary for the enjoyment of liberty.
5. Democratic education guarantees to all the members of its community the right to share in determining the purposes and policies of education.
6. Democratic education uses democratic methods, in classroom, administration, and student activities.
7. Democratic education makes efficient use of personnel, teaching respect for competence in positions of responsibility.
8. Democratic education teaches through experience that every authority is a responsibility; every responsibility is an accounting to the group which granted the privilege of authority.

9. Democratic education demonstrates that far-reaching changes, of both policies and procedures, can be carried out in orderly and peaceful fashion, when the decisions to make the changes have been reached by democratic means.

10. Democratic education liberates and uses the intelligence of all.

11. Democratic education equips citizens with the materials of knowledge needed for democratic efficiency.

12. Democratic education promotes loyalty to democracy by stressing positive understandings and appreciations and by summoning youth to service in a great cause.

Validation of the Student Teacher Rating Scale by Selected Principles of Psychology, Sociology, and Democracy

In the process of validating the activities of the student teacher by the use of principles it was necessary to examine each activity in the light of supporting principles. In the majority of cases the selected principles were directly related to the activities and tended to validate them; however, in some cases these principles only described how the activities should be utilized or included in the tasks of teaching. Therefore, some of those principles have been accepted and utilized because they appeared to imply, by inference, that those activities were necessary.

I. The Student Teacher as a Classroom Teacher

A. The Student Teacher as a Classroom Teacher Helps Determine the Nature of the Learning Experience

Psychological Principles Supporting This Activity:
"The experience must be managed by all of the learners concerned—pupils, teachers, parents, and others."

"Insight depends on relevant previous experience."

"At no stage in the learning process is there random activity."

**Sociological Principles Supporting This Activity:**

"The problem of maintaining orderly social relationships is universal and it increases in difficulty as a society grows more complex."

"One of the primary factors in the maintenance of regular and orderly behavior... is the work routine."

**Democratic Principles Supporting This Activity:**

"Democratic education uses democratic methods."

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"Democracy achieves its common goals through the cooperative efforts of its members."

"Democratic education guarantees to all the members of its community the rights to share in determining the purposes and policies of education."

Other Evidence Supporting This Activity:

"One whose time is occupied with socially sanctioned work activities is not likely to engage in antisocial behavior."

"The experience must be managed by all of the learners concerned—pupils, teachers, and others—through a process of cooperative democratic interaction."

B. The Student Teacher as a Classroom Teacher Assigns Learning Activities

Psychological Principles Supporting This Activity:

The Law of Derived Properties—Goal. "Parts derive their properties from the whole. The path to the goal is

23 Smith, op. cit., p. 204.


25 Smith, op. cit., pp. 203-204.

26 Hopkins, op. cit., pp. 218-236.
derived from the organization of the total pattern, set up at the beginning of the learning process." 27

Length of learning material.--"The easiest material to perceive under a given set of conditions is that which makes most explicit the relations involved, and this is the longest and most abstract material which the learner can adequately grasp." 28

The law of configuration.--"This law demands that a goal never be an isolated factor in the stimulus situation." 29

"Motivation is the direction and regulation of behavior toward a goal." 30

"At no stage in the learning process is there random activity." 31

Sociological Principle Supporting This Activity:

"Without agreed-upon goals, purposes and interests, social activity would be impossible." 32


28 Ibid., pp. 370-383.

29 Ibid., pp. 370-383.


Democratic Principle Supporting This Activity:
"Democracy achieves its common goals through the cooperation of its members."

Other Evidences Supporting This Activity:
The teacher, in his job of facilitating and directing learning, is directly concerned with the problems of formulating instructional objectives for subjects or courses, of organizing materials of learning and of assigning learning activities. 34

"The crux of planning and assigning the year's work is to determine how our broad purposes of general education may be made to function in the actual teaching situation of a given subject or area." 35

"Your student teacher job will be to see that the learning experiences grow out of the everyday lives of the learners, that you assist them in utilizing wisely the available resources in the community." 36

33 Murphy, op. cit., pp. 905-913.


"The less sensible interests, purposes, and activities of the learner, that is the socially wasteful or useless, the selfishly individualistic, are to be made over through the sympathetic guidance of the teacher." 37

Teaching is the guidance of the natural activities of the learner, and the stimulation of desired activities, directing them through educational experiences to the acquisition of socially desirable controls of conduct. The teacher will aid pupils in defining their purpose and set the stage for the achievement of desired purposes. 38

"The teacher will guide or direct pupils in planning procedures for the achievement of their purposes. That is, she will guide or direct learners into experiences possessing maximum lifelikeness, which satisfy the selected purpose." 39

Traditional assignments are being replaced by the utilization of pupil purposes. All pupils have purposes which precipitate activity, and these drives may be seized upon by the teacher. The teacher is increasingly sensitive to emerging purposes, and must sometimes set the stage to cause the emergence of a desired purpose. 40

"Teachers are increasingly taking time to develop explicitly the objectives of the assignment and the methods by which these may be achieved." 41

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38 Ibid., p. 213.  

39 Ibid., p. 214.

40 Ibid., p. 226.

41 Ibid., p. 315.
"Desirable assignments will give the pupil a clear understanding of: what is to be done, how it is to be done, and why it is to be done."  

"An investigator may often interrupt the action pattern of his subject by bringing about the appropriate effect (the "goal" of the subject) himself."  

C. The Student Teacher as a Classroom Teacher  
Establishes Teacher-Pupil Rapport  

**Psychological Principles Supporting This Activity:**  
None of the selected psychological principles applied directly to this activity; therefore, validation for this activity is dependent upon principles of sociology, and democracy, and upon statements of authorities in the area of teacher rating.  

**Sociological Principles Supporting This Activity:**  
"The development of the special phases of personality is conditional by human association."  

"When a group is subject to domination, it will deliberately organize its own actions in opposition to authority."

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44 Smith, *op. cit.*, pp. 54-346.  

45 Wiles, *op. cit.*, p. 27.
"Individuals vary in their group-response mechanisms."

**Democratic Principles Supporting This Activity:**

"Democracy places the relations of individuals upon the plane of fraternity."

"Democracy regards individual and group welfare as interdependent."

"Democratic education uses democratic methods, in classrooms, administration, and student activities."

"Democracy achieves its common goals through the cooperative efforts of its members."

**Other Evidences Supporting This Activity:**

"The disciplinary values attributed to one area of learning are equally prevalent in others. In some areas, however, there is a greater requirement of teacher leadership than in others."

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47 Hollingshead, op. cit., pp. 10-25.
48 Ibid.
50 Hollingshead, op. cit., pp. 10-25.
"Emotional tension decreases efficiency in learning."

"The teacher is a participating guide."

"The competent teacher maintains an atmosphere in the classroom that is conducive to learning and is marked by a sense of balance between freedom and security."

"A group's effectiveness is determined by its relationships with outside groups as well as by the working arrangements that have been created within the group."

"The democratic vocabulary has no place either for slave or for master; but for fellowship, fraternity, and cooperation in the long struggle for higher standards of living and higher levels of personality."

"Ask the individual to share decisions and to cooperate with others for the common good."

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52 Paul R. Mort and W. S. Vincent, Modern Educational Practices (New York, 1952), pp. 405-408.


54 Richay, op. cit., p. 56.

55 Miles, op. cit., pp. 24-25.

56 Merriam, op. cit., p. 11.

"Democracy regards individual and group welfare as interdependent."

D. The Student Teacher as a Classroom Teacher
Directs Presentation and Discussion of Materials

**Psychological Principles Supporting This Activity:**

"At no stage in the learning process is there random activity."

"Motivation is the direction and regulation of behavior toward a goal."

**Sociological Principles Supporting This Activity:**

"One of the primary factors in the maintenance of regular and orderly behavior is the work routine."

**Democratic Principle Supporting This Activity:**

"Democracy achieves its common goals through the cooperative efforts of its members."

**Other Evidences Supporting the Inclusion of This Activity:**

"The role of the teacher, then, is one of facilitating growth. He is the stage manager and scene shifter; he

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58 Hollingshead, *op. cit.* , pp. 10-25.
provides the suitable situation for growth to take place."

"The teacher does not need to withhold products of his own experience on the theory that it is good for the learner to acquire it the hard way. All possible short cuts and facilitation will make for just that much more growth, for an answer properly provided leads to further questions."

"The teacher who can facilitate communication will promote growth. The teacher who blocks communication will stunt growth and build barriers."

"Good teachers referred more questions to the group and used pupil questions as the basis for discussion."

"The teacher is also to set the stage and to stimulate learning."

"Teacher activity is to stimulate learning activity. The nature of learning activity will then determine teacher activity."

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"There is no sense in having an experienced, mature adult around if he is not to aid the less experienced, immature learner to progress."

"Children will often be further interested in a skill which they have met in a functional situation. The teacher may supply exercises at this point through which children gain further skill and also further understanding."

"The teacher who enters into planning with his learners, however, must be willing to accept what is planned."

"The great change in teaching will have to come in the area of method, because when the method is right the right things will be learned."

E. The Student Teacher as a Classroom Teacher

Manages Classroom Situations

Psychological Principle Supporting This Activity:

"Insight depends upon the experimental arrangements."

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70 Burton, op. cit., p. 401.

71 Kelley and Rasey, op. cit., p. 149.

72 Ibid., p. 154.

73 Kilgard, op. cit., pp. 190-194.
Sociological Principles Supporting This Activity:

"The problem of maintaining orderly social relationships is universal and it increases in difficulty as society grows more complex." 74

"Individuals expect certain behavior from others and act as others expect them to act." 75

Democratic Principles Supporting This Activity:

"Democracy regards individual and group welfare as interdependent." 76

"Democratic education makes efficient use of personnel, teaching respect for competence in positions of responsibility." 77

"Democratic education uses democratic methods in the classroom, administration." 78

Other Evidence That Tend to Support the Inclusion of This Activity:

The modern teacher knows that, since environment is so significant in the total development of children

74 Smith, op. cit., pp. 405-407.
75 Cantor, op. cit., pp. 32-48.
76 Hollingshead, op. cit., pp. 10-25.
78 Ibid., pp. 195-196.
both as individuals and as a group, he must assume the responsibility for the development of a classroom setting that is always attractive and comfortable for children; that encourages them in their learning; and that is conducive to healthful, happy living and working together. 79

As you take over responsibilities in the room, you will grow in your ability to create with and for children a classroom environment that is, in and of itself a dynamic force for learning. To achieve the best results, you will need to understand well certain major factors which must be considered in the creation or development of a classroom environment that is educative. Some of these factors are: the physical conditions and surroundings, the intellectual atmosphere, the emotional climate, the social living, the integrated classroom environment. 80

"A teacher normally is responsible for the condition of at least one classroom. The chief responsibility of the teacher is to see to it that the situation is healthy, comfortable and efficient for the desired growth and learning of pupils." 81

As a classroom teacher you will be expected to keep your room in order and in good condition. You will want to keep it cheerful and conducive to the effective learning of your groups. No one can do his best in a classroom which is dark or cold or stifling for want of ventilation. Alert teachers don't wait for their pupils to turn blue with cold. They wonder about the first yawns and the first signs of squintings. They check quickly to see whether the problems

80 Ibid., pp. 117-119.
81 Richey, op. cit., pp. 236.
rest with the children or with the room itself, and, if with the latter, they correct conditions as soon as possible. 82

"Fortunately there is no loss in efficiency in wide participation by pupils in classroom management. Hence, the experience values can be spread widely since the teacher can delegate without stigmatizing either the task or the pupil."

"Most gifted teachers routinize the details and mechanics of classroom management."

F. The Student Teacher as a Classroom Teacher
Counsels and Guides Pupils

Psychological Principle Supporting This Activity:
"There is always motivation in learning." 85

Sociological Principle Supporting This Activity:
"An individual in society must enact several roles at once."

Democratic Principles Supporting This Activity:
"Democratic education equips citizens with the materials of knowledge needed for democratic efficiency." 87

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82 Ibid., pp. 236-237.
83 Schorling, op. cit., p. 115. 84 Ibid., p. 115.
86 Murphy, op. cit., pp. 24-27.
"Democratic education has as its central purpose the welfare of all." 88

Other Evidence Supporting This Activity:

"The teacher will guide or direct pupils in planning, procedures for the achievement of their purposes. That is, she will guide or direct learners into experiences possessing maximum lifelikeness, which satisfy the selected purpose, which are continuous and have interaction." 89

"The teacher will guide pupils in a sufficient number of these experiences to guarantee, as far as it ever can be guaranteed, the acquisition of desired outcomes." 90

"The teacher will guide pupils into, or will provide for numerous and diverse learning activities. That is, she will provide for responses from the whole organism." 91

In general it is too late to do much for wasted lives when they have become adults. The experts in all those fields agree that crime, delinquency, mental deterioration, and the like, can be sharply cut by better schools. The problem apparently calls for something more than merely good classroom instructions--important as that is to mental health. It requires more personal attention to the individual human being.

88 Ibid., pp. 195-196.

89 Burton, op. cit., p. 214.

90 Ibid., p. 214.

91 Ibid., p. 214.
Therefore, many schools seek to provide better guidance. 92

"To the extent to which you discharge carefully your responsibilities for the guidance of learning experiences, the causes of classroom behavior problems will diminish greatly or vanish completely." 93

"Out of these aspects of their everyday lives will emerge certain specific objectives the youngsters will consider important to achieve. Your function will be to help them formulate and appraise their objectives in terms of value to the learners and to the community." 94

"The student teacher will keep continually in mind that self-discipline is the ultimate goal of guidance and counseling." 95

"Through intelligent teacher guidance, many 'discipline' situations may be avoided." 96

92 Schorling, op. cit., pp. 63-64.

93 Alcher, op. cit., p. 234.

94 Ibid., p. 233.

95 Burr, Harding, and Jacobs, op. cit., p. 157.

96 Ibid., p. 161.
G. The Student Teacher as a Classroom Teacher Evaluates Learning

**Psychological Principle Supporting This Activity:**

"Descriptions and interpretations of learning, as all aspects of behavior, must be made in terms of the mutual relationships among events rather than in terms of independent properties or actions of the parts."

**Sociological Principle Supporting This Activity:**

"Without agreed-upon goals, purposes and interests social activity would be impossible."

**Democratic Principle Supporting This Activity:**

"Democracy places its confidence in the experimental methods of science as a means of intelligently directing the course of its development."

Other Evidences Supporting the Inclusion of This Activity:

"Educational measurement is not a new idea. Educational tests and the information resulting from their use in the classroom are coming to be almost universally identified with good teaching practice."

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"While you, as a student teacher, do not have final responsibility for appraising or rating the children with whom you are working, you are responsible for their development to the extent that you work with them." ¹⁰¹

"You realize that analyzing and appraising the many aspects of children's development constitutes a major phase of the teacher's work." ¹⁰²

"In many ways teachers have always endeavored to measure the progress of their pupils toward an educational goal and to diagnose revealed defects in instruction." ¹⁰³

"It is through the application of the evaluation concept rather than the narrower concepts of measurement and testing that this result is most effectively obtained." ¹⁰⁴

"The process of evaluation should include examination of the extent to which all goals of the school are being achieved by each individual child as well as the group." ¹⁰⁵

"The evaluative processes used by student teachers working in the kindergarten are essentially the same as

¹⁰¹ Burr, Harding, and Jacobs, op. cit., pp. 196-197.
¹⁰² Ibid., p. 196.
¹⁰³ Greene, Jorgenson and Gerberich, op. cit., p. 1.
¹⁰⁴ Ibid., p. 7.
¹⁰⁵ Burr, Harding, and Jacobs, op. cit., p. 196.
those used by student teachers in later elementary
grades."

"Throughout each learning experience teachers and
pupils must take stock of their progress to see whether
the goals are being approached or whether the objectives
need revising."

"When you decide to build the evaluative instrument
yourself, whether it be an inquiry form or a test, a great
deal of help can be gained from your colleagues or from
your pupils. Such sources of help should be sought out de-
liberately."

"Both measurement and evaluation are vital to desirable
learning since they are fundamental in promoting intelligent
behavior or in improving the logic of experience."

"The effectiveness of the school program in meeting
its responsibility can be determined only through definite
efforts to measure or evaluate what is going on."

106
Ibid., p. 197.

107
Richey, op. cit., p. 235.

108
Ibid., pp. 235-236.

109
L. T. Hopkins, Interaction; The Democratic
Process (Boston, 1941), p. 348.

110
Burton, op. cit., p. 409.
II. The Student Teacher as a Citizen

A. The Student Teacher as a Citizen Participates in the Activities of the School

Psychological Principles Supporting These Activities:

None of the selected psychological principles applied directly to this activity; therefore, validation for this activity is dependent upon principles of sociology, and democracy, and upon statements of authorities in the area of teacher rating.

Sociological Principles Supporting This Activity:

"The development of the social phases of personality is conditioned by human association." 111

"Interdependence is a basic characteristic of a complex society." 112

Democratic Principles Supporting This Activity:

"Democracy achieves its common goals through the cooperative efforts of its members." 113

"Democratic education guarantees to all the members of its community the right to share in determining the purposes and policies of education." 114

111 Smith, op. cit., pp. 94-346.
113 Hollingshead, op. cit., pp. 10-25.
Other Evidences Supporting the Inclusion of This Activity:

If possible, a student teacher should arrange to serve as an assistant sponsor in one or more of these activities in the period devoted to professional education; in any case he should observe as many activities in action as time will permit. 115

"Teacher-training institutions recognize the value of preparation for the supervision of extra-curricular activities." 116

The sponsor exerts leadership and supervision over such affairs as the class play, the yearbook, participation in student government, class organization, the class dance, and all other affairs which are peculiar to the separate class group in the school. Such activities weld strong friendship and loyalties in class groups and build high morale in school. You will be fortunate if the opportunity to sponsor or work with a class group comes your way early in your teaching career. 117

"The first professional responsibility you must meet as a new teacher is to cooperate with your fellow teachers in your own school." 118

"You will be expected to pitch in and help the school's program toward the goals they consider to be important." 119

"Your work as a student teacher focuses primarily upon the classroom group but, as you may have discovered already,

115 Schorling, op. cit., p. 298.
116 Ibid., p. 297.
117 Richey, op. cit., p. 244.
118 Ibid., p. 249.
119 Ibid., p. 249.
many aspects of your classroom work relate to the life of
the whole school."

Of the great variety of educative experiences and or-
organizations which the modern elementary school sponsors
in enriching the instructional program of the whole
school, those in which the student teacher is most
likely to participate are assembly programs, publica-
tions, government, recreation service clubs, and
parent groups. 121

B. The Student Teacher as a Citizen Achieves
Membership in the School Community

Psychological Principles Supporting This Activity:

None of the selected psychological principles applied
directly to this activity; therefore, validation for this
activity is dependent upon principles of sociology, and
democracy, and upon statements of authorities in the area of
teacher rating.

Sociological Principles Supporting This Activity:

"Few people can be happy apart from intimate contacts."

"The social roles of any populations are determined by
the age and make up of its population." 123

120 Burr, Harding, and Jacobs, op. cit., p. 320.

121 Ibid., p. 320.

122 Smith, op. cit., pp. 54-306.

123 Ibid., pp. 54-306.
Democratic Principles Supporting This Activity:

"Democracy places the relations of individuals upon the plane of fraternity."

"Democracy achieves its common goals through the cooperative efforts of its members."

Other Evidences Supporting the Inclusion of This Activity:

"Your work in the whole school is interwoven with your classroom work."

"The professional program should be so designated as to afford opportunity for responsible participation in all of the important phases of the teacher's activity both in and out of school."

"Teaching is an intimate social work. It is a powerful molding force."

It will be largely up to you to get acquainted with the various members of the school community and to learn their major interests, needs, and desires. You will be expected to pitch in and help further the school's program toward the goals they consider important.


125 Ibid., pp. 10-25.

126 Burr, Harding, and Jacobs, op. cit., p. 353.

127 Flowers, Patterson, Stratemeyer, and Lindsay, op. cit., p. 165.

128 Richey, op. cit., p. 245.

129 Ibid., p. 249.
C. The Student Teacher as a Citizen Effects a Liaison Between the School and the Community

**Psychological Principle Supporting This Activity:**

"Insight depends upon relevant previous experience."

**Sociological Principles Supporting This Activity:**

"Persons and groups are almost continuously in a process of reciprocal stimulation and response called interaction."

"A given person who has a given relation to a group is, when confronting any member of that group, a kind of a person he could not otherwise be."

"The intermediate groups serve as a connecting link between the primary social units and the expanding world beyond."

**Democratic Principles Supporting This Activity:**

"Democracy regards individual and group welfare as interdependent."

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130 Hilgard, op. cit., pp. 190-194.

131 Cuber, op. cit., p. 584.

132 Murphy, op. cit., pp. 766-794.

133 Smith, op. cit., pp. 54-346.

134 Hollingshead, op. cit., pp. 10-25.
"Democracy achieves its common goals through the cooperative efforts of its members."

Other Evidence Supporting the Inclusion of This Activity:

"Your student teaching is almost certain to bring you into some contact with community service organizations such as welfare and charity societies, government agencies, business, labor, or agricultural organizations, and various religious groups."

"The chief function of teachers in relationship with informal groups and community organizations is the interpretation of the purposes of the school and of the ongoing curriculum work."

"Through your student-teaching contacts with parent groups or community organizations, you may promote the program of the school as well as increase your own competence as a teacher."

"When you enter a community as a student-teacher, you will be expected to show certain attitudes, understandings, 

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135 Ibid., pp. 10-25.  
136 Ibid., p. 352.  
137 Burr, Harding, and Jacobs, op. cit., p. 350.  
138 Ibid., p. 350.
and behavior patterns which members of the community have come to associate with teachers. 139

"Most communities will observe teachers' friends and companions very keenly. Naturally you should choose your associates with some degree of care and with due regard for the same high personal qualities that people expect of teachers themselves. 140

It will be largely up to you to get acquainted with the various members of the school community and to learn their major interests, needs, and desires. You will be expected to pitch in and help further the school's program toward the goals they consider important. 141

The student teacher has a unique role in his work with parent groups, he grows professionally as he takes some part in their work. As a student teacher working in the school temporarily you will naturally endeavor to ascertain what policies guide the activities of parent groups in their work in the school and will follow those policies in whatever contacts you may have. 142

"You may be more effective in your contacts with parent groups, as well as with individual parents, as you recognize that it is frequently difficult for them to understand the modern school curriculum." 143

"The most readily available opportunity for contacts with parent groups is attendance at their meetings. You may also offer your service for activities in which you can help." 144

139 Richey, op. cit., p. 245. 140 Ibid., p. 248.
141 Ibid., p. 249.
142 Burr, Harding, and Jacobs, op. cit., p. 351.
143 Ibid., p. 351. 144 Ibid., p. 352.
III. The Student Teacher as a Member of the Profession

A. The Student Teacher as a Member of the Profession Adheres to a Code of Ethics

**Psychological Principles Supporting This Activity:**

"At no stage of the learning process is there random activity."

"There are no laws of learning that are not also of intelligent behavior, volition, emotion and personality."

**Sociological Principles Supporting This Activity:**

"The problem of maintaining orderly social relationships is universal and it increases in difficulty as society grows more complex."

"Those who live in the group adopt or retain its ways."

"Thinking more broadly about human society as a whole, we may suspect that only those who are functionally capable of carrying out a role will be admitted to it, and among those who are acceptable to those who control the society."

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146 Ibid., pp. 275-277.

147 Landis, op. cit., pp. 33-297.

148 Ibid., pp. 33-297.

Democratic Principles Supporting This Activity:

"Democratic education teaches through experience that every authority a responsibility, every responsibility an accounting to the group which granted the privilege of authority."

Other Evidence Supporting the Inclusion of This Activity:

Preamble.—Believing that true democracy can best be achieved by a process of free public education made available to all children of all the people; and that the teachers in the United States have a large and inescapable responsibility in fashioning the ideals of children and youth; that such responsibility requires the service of men and women of high ideals, broad education, and profound human understanding; and, in order that the aims of democratic education may be realized more fully, that the welfare of the teaching profession may be promoted; and, that teachers may observe proper standards of conduct in their professional relations, the National Education Association of the United States proposes a code of ethics for its members. The term "teacher" as used in this code shall include all persons directly engaged in educational work, whether in teaching, and administrative, or a supervisory capacity. 151

"One of the most challenging circumstances in the teaching profession is the fact that most communities expect teachers to be laudable examples of personal-social living."

150 Ibid., pp. 195-196.


152 Richey, op. cit., p. 247.
"Not only will you be expected to live up to a professional code of ethics, but you will also be expected to promote the best interests of the profession on every possible occasion."\textsuperscript{153}

B. The Student Teacher as a Member of the Profession Demonstrates Wholesome Professional Attitudes

**Psychological Principles Supporting This Activity:**

None of the selected psychological principles applied directly to this activity; therefore, validation for this activity is dependent upon principles of sociology, and democracy, and upon statements of authorities in the area of teacher rating.

**Sociological Principles Supporting This Activity:**

"Those who live in the group adopt or retain its ways; those who live apart become eccentric and peculiar."\textsuperscript{154}

"The social organization of a nation takes its impress from the country it inhabits."

"Thinking more broadly about human society as a whole, we may suspect that only those who are functionally capable

\textsuperscript{153} Richey, \textit{op. cit.}, p. 259.

\textsuperscript{154} Smith, \textit{op. cit.}, pp. 34-346.

\textsuperscript{155} Clow, \textit{op. cit.}, pp. 20-25.
of carrying out a role will be admitted to it."

"The majority or controlling group must agree on ways of behaving."

"Emotionally unstable and personally insecure people represent a grave threat to democracy."

Democratic Principle Supporting This Activity:

"Democratic education teaches through experience that every authority is a responsibility."

Other Evidences Supporting the Inclusion of This Activity:

"Teachers should be well informed about their schools, their pupils, and their patrons. They should be enthusiastic about their work and should talk and look and act as if they are. Feigned interest is easily detected and ill advised." "

"A candidate (for teaching) should believe in and practice the democratic process of cooperative interaction."

... that a cultured person is humane, treating all others with kindness and compassion; that he has a breadth of vision; that he has a sensitive appreciation

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156 Murphy, op. cit., pp. 766-794.


158 Ibid., pp. 32-48.

159 Ibid., pp. 32-48.  

160 Ibid., p. 249.

161 Hopkins, op. cit., p. 443.
of moral and intellectual values; and that he is sen-
sitive to its feelings, rights, desires, ideals, and
the attitudes of others. 162

To stimulate your thinking, however, we suggest that
you plan your work so that you may become a worthy
member of the teaching profession: by taking an
active and effective part in the activities curricular
and extracurricular, of the staff of the training
school—develop professional attitudes and techniques
... 163

C. The Student Teacher as a Member of the
   Profession Makes Efforts Toward
   Professional Growth

Psychological Principles Supporting This Activity:
"Learning is a growth process." 164

"Motivation is the direction and regulation of be-
behavior toward a goal." 165

"The maturation process is one unit in time from begin-
ing to end." 166

Sociological Principle Supporting This Activity:
"The Process of personal and social enlargement begun
in the primary groups does not stop." 167

162 Thomas H. Briggs, Pragmatism and Pedagogy (New
    York, 1940), p. 96.

163 Schorling, op. cit., pp. 9-10.


167 Smith, op. cit., pp. 54-346.
Democratic Principles Supporting This Activity:

"Democracy regards individual and group welfare as interdependent." 168

"Democracy depends upon education as a means of perpetuating itself." 169

"Democratic education liberates and uses the intelligence of all." 170

"Democratic education equips citizens with the materials of knowledge needed for democratic efficiency." 171

Other Evidences Supporting the Inclusion of This Activity:

As the years go by, keep informed as to what the general picture is. One way to keep up to date is to watch the magazines and read articles by our educational leaders. The public press and the radio have in recent years become very active in advancing the cause of education. A teacher should do no less. 172

"The experienced teacher from time to time needs to revise materials and methods." 173

"Teachers must grow on the job." 174


169 Ibid., pp. 10-25.


174 Spears, op. cit., p. 249.
"One of the important considerations of professionalism is membership in various organizations." 175

"As a student teacher, you are concerned with achieving the goals of education and the particular purposes of the school, and the particular purposes of the school, and with continuing your own personal growth." 176

"You have been adding to your experiences in many new ways during your student teaching. How much have you grown and what have been the directions of your growth?" 177

"At this point in your professional life, you are, in a real sense, ready to embark on what is probably your most intensive period of professional growth. . . your first years of teaching." 178

"The modern teacher continues to grow professionally throughout his teaching career." 179

"If teachers held the concept of growth as the classroom dynamic, it would modify many of their procedures. It

175 Richey, op. cit., p. 250.

176 Burr, Harding, and Jacobs, op. cit., p. 390.

177 Ibid., p. 390.

178 Ibid., p. 423.

179 Ibid., p. 422.
might change the teacher himself in regard to his own
growth."

"At the heart of the business of education is the
phenomenon of growth."

"The widespread unwillingness to change, to study, to
improve, is the professional disease of teachers."

"Competence in teaching is not possible at all with-
out an ardent desire to grow and to improve both per-
sonally and in professional knowledge and in skill."

Summary

A summary of the activities engaged in the validation
of the student teaching rating scale included the follow-
ing elements:

1. Principles of field psychology were selected as a
   basis for the validation.

2. Principles of sociology were selected as a basis for
   the validation.

3. Principles of democracy were selected as a basis for
   the validation.

180 Kelley and Rasey, op. cit., p. 69.

181 Ibid., p. 69.

182 Hopkins, op. cit., p. 435.

4. Relevant statements by authorities in the area of teacher rating were selected to substantiate the inclusion of the various activities or tasks of the student teacher.

5. The actual validation procedure included the application of relevant principles of the selected sciences to each specific activity or task of the student teacher.

6. Related statements by authorities were included in each validation step for the purpose of substantiating the inclusion of that specific activity.

In this manner each of the activities that were designated as comprising the tasks of the student teacher were validated separately.
CHAPTER IV

CONSTRUCTION OF A STUDENT TEACHER RATING SCALE

Development of the Scale

Following the selection and validation of the various activities that constitute the tasks of the student teacher in the selected areas of teacher behavior, the next step in the development of the rating scale was the selection of the items stated in behavioristic terms that would adequately describe possible reactions or behaviors with respect to a specific situation. The director of student teaching at North Texas State College and ten experienced college supervisors of student teachers assisted in the actual development of the scale. This procedure appeared to be consistent with a criterion from the selected listing of criteria in Chapter II which states that the scale should be constructed cooperatively by a number of workers who intend to use it. The instrument was developed in the following manner:

1. The activities of the student teacher as a classroom teacher, as a citizen, and as a member of the profession were used as a framework for the rating scale that was developed.

2. The various items or tasks of the teacher, as found in the literature and in existing rating scales, were analyzed
and stated in behavioristic terms in an effort to describe the degree of participation in the selected activity.

3. A problem that presented itself in this study was the determination of the number of steps or points to include in the rating scale. Some authorities suggest that the best that can be done is to discover, empirically, the optimal number of steps or points for each scale. Either the reliability of measurement or the ease of rating can be used as a basis for the determination of the optimal number of points or steps.

Several factors condition the choice of the number of steps. Obviously, if the steps in a rating scale are very coarse, the rater's powers of discrimination cannot be effectively used. On the other hand, no advantage will be gained if the steps are finer than the ability of the raters to discriminate. From a theoretical analysis, Symonds\(^1\) concluded that maximal reliability will be obtained when seven steps are used. However, he also concluded that if the raters were untrained or relatively disinterested, maximal reliability would be reached with fewer steps.


Ghiselli and Brown found that better results were obtained through the utilization of a four or five-point scale than were obtained in a two-point scale. Consequently, a decision was made to utilize a five-point scale for the purposes of this study. This decision to utilize a five-point scale appeared to meet a criterion listed in Chapter II which states that the scale should contain enough specific traits to sample all important aspects of desirable teacher behavior.

4. The statement of the behavioristic items required and received special care in the effort to achieve equal distribution of polarity in the five-point scale. This was especially necessary in that this study was concerned not only with a scale polarity of from "most desirable" to "less desirable," but also with the statement of the situations as they actually existed within the school systems and in terms that would be meaningful to the people who would use the instrument.

Determination of a Plan for Utilizing the Scale

Following the development of the scale for rating the performance of student teachers, decisions had to be made on certain issues. These were:

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1. Who will rate the student teachers?

2. What factors will be used in the selection of the cooperating teachers?

3. When should the ratings occur?

In the effort to obtain the most appropriate and logical answer to these questions, investigation of the literature in the field of teacher rating was made. The following statements are representative of these findings:

"The supervisor (college) should probably not give ratings at all. According to the newer concepts of supervision, the supervisor is the advisor of the teachers, not their judge."" Laboratory (cooperating) teachers make the final evaluation in most cases."

Thus it was seen that the person who would perform this rating should probably not be the college supervisor, but should be someone more thoroughly acquainted with the student teacher's work. Obviously, this indicated the cooperating teacher. Consequently those persons were designated as the ones to perform this rating. This decision appeared to be in harmony with a criterion listed in Chapter II which states that the ratings should indicate that the rater is thoroughly acquainted with the student teacher's work.

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5. Flowers, Patterson, Stratemeyer, and Lindsay, op. cit., p. 255.
In the selection of the cooperating teacher or supervising teacher it appeared necessary to consider certain factors. They were:

1. Successful participation in previous off-campus laboratory experience programs
2. Willingness to participate
3. The teaching position (due to the fact that this study was to include at least fifty elementary and fifty secondary student teachers).
4. Representative cooperating teachers from each of the various types of laboratory experience offered (i.e., one-half day programs, block plans, all-day programs etc.).

The decision relative to when the ratings should occur was influenced by two factors. They were:

1. The literature in the area of rating student teachers.
2. The desirable time for the selected cooperating teacher to perform this rating.

The philosophy of the authorities in the area of rating appeared to be best stated as follows: "As an integral part of the learning process, evaluation is a continuous process to be developed cooperatively by all persons guiding the student."

Thus it was obvious that rating or evaluation, ideally, should occur continuously. While some form of evaluation

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6 Ibid., p. 255.
should be occurring continuously, some authorities believe that too frequent formal ratings may undermine morale since it is virtually impossible to eliminate tension and embarrassment during the process. These authorities also advocate that the less experienced teacher should be appraised often enough to judge how well he is adjusting to the work.

Probably there are times that are logical and appropriate to rate student teachers. For example, it is customary to make a formal rating of the student teacher toward the end of his laboratory experience program. The supervising teacher has had time to understand the needs and abilities of the student teacher. Therefore the decision was made to apply the developed rating scale near the end of the fall semester of the 1956-57 school term.

The Pilot Study

In recent years many researchers have found that a preliminary effort or trial "run" utilizing instruments and techniques for performing specific tasks often saved much valuable time and also resulted in a more refined and better instrument and technique of utilization. Parten suggests


that the pilot survey or study should reveal the shortcomings of all procedures, instructions and schedules. In fact, the results of the pilot survey should determine whether or not a larger survey is desirable. The pilot survey type of pre-test is used when the subject matter is new, unique, or complex, when new techniques are being experimented with and a cross section of interviewer's responses are desired, and when the approximate frequencies of various answers are wanted.

It is further suggested that in setting up the pilot study, it is desirable to "practice" on groups other than those to be surveyed in the main study. The reason for this action is that if some techniques prove faulty or arouse antagonism, it is important that the effects of these procedures not be allowed to affect the main survey. It is desirable that the pilot study be as similar as possible to the final sample, for only then can the surveyor be certain that he has faced all of the types of problems that are likely to arise in the more comprehensive study.

Parten further suggests that only in rare instances is the original survey design likely to be adopted for the larger study without alteration, so it should probably be tried out on a small scale and revised to meet existing conditions.

Therefore, a pilot study was included in the present study. The process of initiating and completing this pilot study included the following items:

1. Each of the college supervisors selected three to five cooperating public school teachers. These cooperating public school teachers each selected one student teacher for the pilot study.

2. The cooperating public school teachers were furnished copies of the rating scale which they scored and returned. As a result of this procedure thirty responses were received.

3. These responses of the cooperating teachers resulted in the following changes:
   a. Word change or replacement
   b. Change in sentence structure
   c. Refining descriptive terms
   d. Deletion of some duplicated activities
   e. Eliminating certain less essential items
   f. Change in physical form from cell structure to statements in sentence structure

4. Following this refinement process the college supervisors again examined the revised instrument. This final examination resulted in the items used in the rating scale.

5. In the present study it seemed inappropriate to delay very long the administration of the re-test as growth
and learning were involved. Therefore, in an effort to minimize the "halo" effect the supervisor suggested that
the behavioristic items included in the rating scale be "jumbled" deliberately.

6. A profile sheet was suggested by the supervisors to serve as a means of recording the results of the rat-
ings. Also instructions were developed to guide the co-
operating teacher in the evaluation of the student teacher.

Summary

The development of a descriptive rating scale of the performance of student teachers and a technique of utili-
ization may be summarized as follows:

1. A decision was made to utilize a five-point rating scale because this appeared to be in harmony with the lit-
erature in this field and with criteria established in this study.

2. The behavioristic items describing the performances in the selected areas were stated in terms that represented
a scale polarity of from "most desirable" to "less des-
sirable" and in terms that would be meaningful to cooperat-
ing teachers.

3. The rating scale was developed in collaboration with the college supervisors of student teachers who were
participating in the study.

4. A plan for utilizing the instrument was developed and included the following factors and decisions:
a. The cooperating public school teacher should rate the student teachers.

b. The cooperating public school teachers should be selected using as a basis, willingness to participate, satisfactory participation in previous laboratory experience programs, and the teaching position (secondary or elementary).

c. The rating process should occur in this study near the end of the fall semester of the 1956-57 school term.

5. A pilot study was initiated to assist in refining the rating scale. This pilot study resulted in a number of important changes in the rating scale.
CHAPTER V

THE RELIABILITY OF THE STUDENT TEACHER RATING SCALE

Selection of Statistical Procedures

In psychological measurement, it is not always feasible or possible to obtain more than two measures on an individual for a given trait or performance; hence it is necessary to use a scheme or technique for determining the accuracy of the measurement. McNemar\(^1\) indicates that the mean or median absolute error may suffice, but as in physical measurement, it is sometimes necessary to know the extent of the variable errors in relation to the magnitude of the thing to be measured, i. e., the relative or percentage error. Psychologists have found it useful to interpret variable errors, not with regard to the magnitude of the measures, but relative to the variability of the trait for a specific group of individuals or scores. The correlation between two determinations is one method of expressing the accuracy of measurement relative to the trait dispersion. Such a correlation is termed the reliability coefficient.

When an attempt is made to obtain the reliability of a learning score or of any performance which is influenced by

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practice, difficulties will be encountered. The chief difficulty is the obvious fact that the "thing" being measured changes as a result of each measurement or trial. Test-retest is a technique used to measure this change and produce an acceptable coefficient of reliability. McNemar emphasizes that for the ordinary mental, personality, or achievement tests reliability is usually ascertained by correlating test-retest scores. He further states that the test-retest method is of limited value unless steps are taken to prevent memory carryover from test to retest. In order to overcome this memory transfer, the retest should be administered after sufficient time has elapsed to eliminate, as nearly as possible, the possibility of memorization. This time lapse should not be so long that significant growth or change could occur. Since in the student teacher rating scale the behavioristic items were "jumbled," it appeared that the possibility of memorization was limited. Therefore, the test-retest was considered appropriate for the purposes of this study.

Development of a Technique of Utilizing the Rating Scale in an Effort to Determine Its Reliability

After the statistical procedures, to be utilized in the study, had been determined, it became necessary to develop a technique of utilization of the instrument in an effort to

\[Ibid.,\ p.\ 132.\]
determine its reliability. This determination included the following decisions and activities:

1. The sampling of student teachers should be adequate for large sampling techniques of statistical computations. Authorities in educational statistics appeared to be in agreement that fifty or more scores comprise an adequate sampling. For that reason a decision was made to utilize a minimum of fifty elementary and fifty secondary student teachers in this effort.

2. The test-retest situation should include a wide distribution of coordinating teachers using the following factors as a guide in this selection:
   a. Willingness to participate
   b. Experience in or familiarity with student teaching programs
   c. Nature of program

3. The test-retest effort should include students participating in several different types of laboratory experience programs available to student teachers. The facilities of North Texas State College were made available for this study. The program at North Texas State College included the following types of laboratory experiences:
   a. One-half day programs on campus
   b. One-half day programs off campus

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3E. L. Grant, *Statistical Quality Control* (New York, 1949), pp. 41-44.
c. Programs in the city of Denton, Texas
d. Programs in the county public schools
e. Programs in the laboratory schools
f. Block plan

4. A set of two instruments was furnished for each student teacher included in the study. One of these instruments was marked \textit{test} and the other \textit{retest}. The test and retest booklets each contained a set of instructions for utilization.

5. The \textit{test} booklet was checked by the cooperating teacher with the assistance of the supervisor.

6. When the \textit{test} booklets had been returned and a period of three to five days had elapsed, the \textit{retest} booklets were checked in a similar manner. These \textit{retest} booklets were then returned and both booklets were scored.

7. The scores for each of the booklets were then recorded on profile sheets which were included in the student teacher rating scale.

At the completion of the study when all of the booklets were returned it was determined that the sampling consisted of fifty-five elementary and fifty-seven secondary student teachers. It was also determined that the study had included twelve college supervisors and seventy-five cooperating teachers. These results were satisfactory and adequate for statistical purposes. Therefore a determination of the raw
scores for the test and retest booklets was necessary.

The determination of raw scores for the test and the retest booklets involved a summation of the scores of the individual behavioristic items that were selected as a part of the functions of teaching. An average was determined for each of those functions of teaching by dividing the total summation score by the number of behavioristic items listed under each specific function of teaching. These average scores were tabulated on a profile sheet and they, in turn, were added together thereby producing a total raw score for each student teacher. These average scores were utilized in an effort to weight each sub-section equally.

After the raw scores were determined it became necessary to ascertain what level of correlation would be considered to be significant. Investigation of statistical data led to the conclusion that the purposes of this study would best be served if the determination of its reliability were in terms of a coefficient that would be significantly different from zero. McNemar suggests that the accepted level of significance for the correlation of two performances depends largely upon the nature of the study. A decision was made to consider any reliability coefficient that ranged upward from .5 to be significant in relation to its relative numerical

4 McNemar, op. cit., pp. 278-279.
position. This figure was selected largely because it represented a position equidistant from zero to one which were the possible extremes and appeared to be suitable for the purposes of this study.

Following these procedures a determination of the raw score correlation between the scores of the test and retest booklets was indicated.

Determination of the Correlation of the Test and Retest of the Rating Scale

The Pearson Product Moment or raw score correlation was used to determine the reliability of the rating scale. The data from the test were organized into a listing under a number which had been assigned to each subject. This procedure was followed in order to protect the student teacher from public scrutiny and to keep pertinent information from unauthorized people. This material is to be found in Appendix B.

Using the appropriate formulae for determining the raw score correlation by the Pearson Product Moment technique, the correlation for the test-retest for the entire group of student teachers was found to be .988 which was considered to be a significant correlation, and which tended to give confidence in the instrument and in the technique of utilization.
The same statistical procedures were used in determining the raw score correlation between the test-retest of the elementary student teachers. This was done to determine whether there was any significant difference in the reliability of instrument between elementary student teachers and secondary student teachers. The correlation for the elementary group was found to be .967 which was also considered to be a significant correlation.

Again the Pearson Product Moment technique was utilized and the correlation between the test-retest for the secondary group was found to be .996. This, too, was considered to be a significant correlation.

Following a comparison of the correlation scores of the elementary and secondary groups of student teachers it was evident that the instrument was slightly more reliable for secondary student teachers but there was not a significant difference.

Following an analysis of the correlation scores that were determined in the reliability test, it was noted that the scores were relatively high. This situation, however, was expected because of the technique involved in utilizing the scale and because of the statistical procedures that were adopted to achieve the purposes of this study.

For example the persons who performed the rating in this study had observed the student teachers for approximately
four months and had, in all probability, already placed some
deliberate rating on these persons. Psychologically, they probably
made an effort to remain consistent in subsequent ratings.
From the statistical point of view the rating probably would
have produced a slightly lower correlation if it had been
possible to use different raters for the test and the retest.
This technique was not possible in this study, largely be-
cause the only persons who could have performed this rating
were the cooperating public school teachers and the college
supervisors. The nature of the roles that these person ful-
filled required that they discuss the progress of the student
teachers frequently. This procedure would have produced re-
sults similar to the ones obtained.

Statistically, the correlations were slightly high be-
cause of the procedures that were utilized. In effect, the
total scores for the thirteen selected activities were
averaged thereby creating an "evening out" situation. Sta-
tistically, this process tends to raise correlation scores.
In addition to the averaging process, a summation of those
averages was made in order to obtain a total raw score of
the averages of the activities that could be used in deter-
mining a reliability coefficient. This process also had
the tendency of creating an additional "evening out" situation
and reasonably accounted for a higher correlation than one
might expect under different conditions.
Thus the results of the correlation of the test-retest of the developed student teacher rating scale for large groups of both elementary and secondary student teachers appeared to have ascertained or established a high degree of reliability for the instrument and for the technique used in this determination. These results, however, do not imply that reliability of the sub-sections of this rating scale has actually been demonstrated.

Reactions of Cooperating Teachers and College Supervisors to the Rating Scale

The administration of the rating scale in the test and retest situations prompted certain reactions and criticisms from the cooperating teachers relative to the scale and the technique of utilization. These reactions were summarized as follows:

1. The scale was too lengthy. Suggestions were made to make the rating scale shorter and thereby producing a less unwieldy scale.

2. The rating scale included items for evaluation, especially in the activities of the student teacher as a citizen of the school community, which the cooperating teacher in certain laboratory experience programs had few opportunities to observe.

3. In many cases it was difficult to find sufficient evidences to rate the student teacher in certain activities
relative to his performances as a Member of the Profession.

4. The cooperating teacher and the student teacher should have more opportunity to study the rating scale prior to the evaluation effort.

5. The performance of the student teacher was a more desirable basis for rating than the bases that had been used previously.

6. The selected behavioristic items were adequate and meaningful.

7. The five-point scale afforded sufficient opportunities to make judgments concerning the behavior of the student teacher.

Summary

The effort to determine or select statistical procedures, develop a technique of utilization, and determine the reliability of the developed rating scale included the following decisions, activities, and findings:

1. A decision was made to utilize the technique of correlating test-retest scores in order to establish or ascertain the reliability of the instrument.

2. The retest was made three to five days after the test had been completed.

3. The statistical procedures included a large sampling technique (fifty or more subjects).

4. The sampling of subjects was representative of all
of the various laboratory experience programs possible.

5. The test-retest efforts were applied to more than fifty elementary and more than fifty secondary student teachers.

6. The correlation of the test-retest booklets produced the following results:
   a. Correlation for the entire group (secondary and elementary student teachers) was .989.
   b. Correlation for elementary student teachers was .967.

7. These data were interpreted to be significant and the reliability of the rating scale as used in this study was considered to have been established.

8. The administration of the rating scale prompted certain reactions and criticisms from the cooperating teachers.
CHAPTER VI

DETERMINATION OF THE CORRELATION OF THE RESULTS
OF THE STUDENT TEACHER RATING SCALE
AND CERTAIN OTHER FACTORS

Throughout the years efforts have been made to determine the correlations between various factors and success in teaching. Since 1900 numerous studies relating to the measurements and prediction of teaching efficiency have been reported in the literature of education. These investigations appear to have been more intense and more frequent in certain areas. For example, Barr suggests that these three areas have been investigated most:

1. What is a good teacher?

2. How can teaching efficiency and its prerequisites be defined to be meaningful to everyone?

3. Can future teacher performance be predicted?

Findings of Other Selected Studies

Studies in these areas that have received intensive investigation have produced many findings pertinent to the

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people who are concerned with teacher preparation. Unfortunately, these efforts have not always produced desirable results. This situation probably has accentuated the need for studies in the area of predicting teacher success or determining the relationship between "success" in teaching and certain factors related to teaching.

Representative studies have been selected to demonstrate the findings of studies of this nature. These studies are included in the following listings:

Mead and Holley\(^2\) correlated the scores on success in practice teaching and certain other factors and found the following correlations:

Practice teaching success and general scholarship .24.
Practice teaching success and scholarship in major subject .19.
Practice teaching success and general methods courses .57.

Morris\(^3\) in an effort to determine the relationship between success in teaching and certain other factors, found the following correlations:

Success in teaching and academic average .55.
Success in teaching and intelligence .23.


Success in teaching and sympathy .16

Broom determined the correlation between success in practice teaching and certain specified factors to be as follows:

Teaching ability and intelligence .30
Teaching ability and trade information .04
Teaching ability and scholarship .21

Pyle found the correlation between in service supervisory ratings in practice teaching and intelligence as being only .01.

Callis found that the attitudes measured by the M. T. A. I. were adjudged to be of sufficient stability to warrant further investigation as to their efficiency in predicting teacher-pupil relations and in pre-training selection of teachers. It is interesting to note that these results apply only to the pre-training selection of teachers and does not suggest that there is any significant correlation between performance and the M. T. A. I.

Other studies of somewhat similar nature have included efforts to determine the correlation between such


5W. H. Pyle, "Intelligence and Teaching, An Experimental Study," Educational Administration and Supervision, XIII (October, 1925), 433-448.

things as teaching success and performance with such factors as intelligence quotient, aptitude, and attitude. These efforts have usually produced either negative or non-significant results.

In this study efforts were made to determine the correlation of the results of the test application of the instrument and certain other selected scores. These scores were obtained from:

1. The Minnesota Teacher Attitude Inventory
2. The Otis Mental Ability Test

This study included the two instruments listed above in an effort to determine whether this student teacher rating scale had measured something that other studies had not produced that could be correlated with those factors.

The M. T. A. I. and the Otis Mental Ability Test were administered to all student teachers included in this study. These tests were machine scored for accuracy and the raw scores and percentile scores were recorded in the tabulation sheets.

The 1954 North Texas State College norms for the Otis Mental Ability Test and the national norms for the M. T. A. I. were utilized in this study. Local norms were utilized for the Otis Mental Ability Test in order to make use of other intelligence tests that were expressed in percentile terms rather than in terms of I. Q. scores.
Correlation Between the Student Teacher Rating Scale and the Minnesota Teacher Attitude Inventory

An effort was made to determine the correlation between the scores of the test booklets and the raw score of the test. Again, as in the other statistical phases of this study, the Pearson Product Moment was used in determining the raw score correlation for these two sets of factors. The .5 level of correlation was again accepted as being significant. This effort produced the following results:

Correlation of the test booklet scores and the \[ T \times A \times I \]

1. For both secondary and elementary student teachers was \( .210 \)
2. For the elementary student teachers was \( .0537 \)
3. For the secondary student teachers was \( .264 \)

These results, when compared to the accepted level of significance, were not considered to be significant correlations.

Correlation Between the Results of the Student Teacher Rating Scale and the Otis Mental Ability Test

An effort was made to determine the correlation between the scores of the test booklets and the raw score of the Otis Mental Ability Test. Again, as in the other statistical phases of this study, the Pearson Product Moment was used in
determining the raw score correlation for these two sets of factors. The same level of correlation was again accepted as being significant. This effort produced the following results:

Correlation of the raw scores of the test booklets and the Otis Mental Ability Test

1. For both the secondary and elementary student teachers was .102

2. For the elementary student teachers was .187

3. For the secondary student teachers was .0149.

These results did not meet the accepted level of significance and consequently were not considered to be significant.

These results appear to be in harmony with the findings of other studies in that they, too, did not find a significant correlation in these selected areas.

Summary

The effort to determine the correlation of the results of the rating scale and the A. T. A. I. and the Otis Mental Ability Test produced the following results:

1. Examination of the results of certain other investigations, that had been made to determine the correlation between various factors and success in teaching, failed to produce any factor that had established a significant correlation.

2. The results of the correlation of the scores on
the test booklets of the rating scale and the M. T. A. I. scores were found to be as follows:

a. Correlation between test scores and M. T. A. I. for both secondary and elementary student teachers was .210.

b. Correlation between the two factors and the elementary group was .0537.

c. Correlation between the two factors and the secondary group was .264.

3. None of these correlations was considered to be significant.

4. The results of the correlations of the scores on the test booklets and the Otis Mental Ability Test were found to be as follows:

a. Correlation between the two factors and both elementary and secondary student teachers was .102.

b. Correlation between the two factors and the elementary group was .187.

c. Correlation between the two factors and the secondary group was .0149.

5. These results were not considered to be significant.
CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The solution of the problem of this study necessitated numerous investigations and activities, produced certain findings, and precipitated certain conclusions.

1. The problem of this study was stated as the development of a descriptive and analytical technique of rating the performance of student teachers.

2. The solution of this problem appeared to necessitate the solution of certain sub-problems. They were as follows:
   a. The development and validation of a set of criteria for describing and rating the performances of student teachers
   b. The development and validation of a descriptive rating scale utilizing those criteria
   c. The development of a technique of utilization of the instrument
   d. The establishment of reliability of the instrument

3. The hypotheses of this study were that
   a. A descriptive rating scale of student teacher performance could be developed
b. A technique for rating and describing student teaching performance could be developed that would adequately indicate the individual student teacher's behavior in the various areas that comprise the functions of teaching.

4. Certain limitations were established in order to accomplish the purposes of the study. They included the following:

a. This effort was limited to an intensive study of the student teachers participating in the various laboratory experience programs at North Texas State College.

b. The application of the instrument was limited to a minimum of fifty elementary and fifty secondary student teachers.

c. Cooperating public school teachers were selected, using as a basis these factors:

(1) Successful participation in previous laboratory experience programs

(2) Willingness to maintain a permissive attitude and to encourage the development of students in the performance of teaching activities consistent with good classroom management

5. The following criteria were met in the construction
of a useful and valid rating scale.

a. The scale was developed cooperatively by a number of workers who intend to use it.

b. The scale contained enough specific traits to sample all important aspects of desirable teacher behavior.

c. Each trait or behavior to be appraised was carefully described or defined.

d. Opportunities were provided for evidences and documentation of each rating made.

e. Specific directions were given for using the scale.

f. Democratic principles were applied to the establishment and application of a rating system.

g. The ratings indicated that the rater is thoroughly acquainted with the student teacher's work.

h. The form and the administration of the rating encouraged honesty and fairness on the part of both teacher and rater.

i. The ratings were so administered as to minimize tension and embarrassment between rater and teacher.

j. Supporting evidences for the ratings were available.
k. The rating system was easy and inexpensive to administer.

1. Evaluation was an integral part of the learning process.

6. The performance of student teachers was selected as the basis for rating in this study.

7. The tasks or functions of the student teacher were determined to include activities in the area of

   a. The student teacher as a classroom teacher
   b. The student teacher as a citizen
   c. The student teacher as a member of the profession

8. A set of minor activities was selected from the literature and existing rating scales using frequency as a basis and listed under the appropriate heading of major activities.

9. These selected activities were validated by principles of field psychology, sociology, and democracy, and were substantiated by statements of specialists in the area of student teaching.

10. A decision was made to utilize a five-point rating scale. This decision was based upon certain conclusions that were made following an investigation of opinions of specialists in the area of rating.

11. Behavioristic items describing performances in the
selected areas were stated in terms that represented a scale polarity of from "most desirable" to "less desirable" and in terms that would be meaningful to cooperating teachers.

12. The rating scale itself was developed in collaboration with the college supervisors of the student teachers who were participating in the study.

13. A plan was developed for initiating a pilot study for this instrument. This plan involved the selection of cooperating teachers and the utilization of some thirty student teachers.

14. The results of the pilot study were analyzed and the instrument was refined through collaboration with college supervisors and cooperating teachers.

15. The resulting or refined behavioristic items were "jumbled" in an effort to eliminate the "halo" effect so common in rating scales.

16. The technique of correlating test-retest scores was used in order to ascertain the reliability of the instrument.

17. The retest was given three to five days after the test had been completed.

18. The correlation of the test-retest on the student teacher rating scale produced the following results:
   a. Correlation for the entire group was .988.
   b. Correlation for the elementary group was .967.
c. Correlation for the secondary group was .996.

19. In an effort to determine the relationship between the test scores for the rating scale and the raw score of the M. T. A. I., the following results were obtained:

The correlation of the scores on the test booklet and the scores on the M. T. A. I.:

a. For the entire group was .210
b. For the secondary group was .264
c. For the elementary group was .0537.

20. In an investigative effort to determine the relationship between the test scores for the rating scale and the raw scores on the Otis Mental Ability Test, the following results were obtained:

The correlation of the scores on the test booklet and the scores on the Otis Mental Ability Test:

a. For the entire group was .102
b. For the elementary group was .187
c. For the secondary group was .0149

Conclusions

The solution of the problem of this study has produced the following conclusions:

1. The correlations of the scores of the test-retest of the rating scale were significant and the student teacher rating scale established a significant degree of reliability.
2. The correlations of the scores of the test booklets of the rating scale and the scores on the K-12 A. I. were not significant.

3. The correlations of the scores of the test booklets of the rating scale and the scores on the Otis Mental Ability Test were not significant.

4. The scale was too lengthy for cooperating teachers to utilize to fullest advantage.

5. The student teacher as a member of the profession and the student teacher as a citizen were areas in which certain laboratory experience programs provided few opportunities for observation by the cooperating teacher.

6. The performances of the student teacher were desirable bases for evaluation.

7. In the opinion of the cooperating teachers and the supervisors a longer period of time was needed for study of the rating scale prior to the evaluative effort.

8. The selected behavioristic items were adequate and meaningful.

9. The five-point rating scale afforded sufficient polarity for the purposes of this study.

Recommendations

In view of the findings and conclusions of this study the following recommendations are made to all those who work with and are interested in student teaching or in laboratory experience programs:
1. It is recommended that continued effort be made to develop a student-teaching rating scale utilizing performance as a basis which would result in a more flexible, easily used instrument.

2. It is recommended that those people concerned with student teaching study the laboratory experience programs to see if there are sufficient opportunities to justify the inclusion of items concerning the Student Teacher As A Citizen and the Student Teacher As A Member of the Profession in a rating scale.

3. It is recommended that the rating scale be studied by the director of student teaching, supervisors, and cooperating teachers with the possibility of using this rating scale throughout the student-teaching experience as a basis for co-operative planning and periodic evaluation.

4. It is recommended that investigations be made relative to the possibility of utilizing the results recorded on the profile sheet for diagnostic and guidance purposes.
APPENDIX--A
THE LATHAM
DESCRIPTION AND ANALYSIS
OF
STUDENT TEACHER PERFORMANCE

Student Teacher .......................................................................................... Semester 1956

Final Grade .................................................................................................. Location of Experience

Subject of Area ............................................................................................. Level

Supervising Teacher .................................................................................... Student Teacher

(Signature)..................................................................................................... (Signature)

SUMMARY

The following summary is based on evidences presented in the following pages which were obtained from observation of the student teacher performances in certain roles. Those major roles and the performances described and rated are as follows:

I. THE STUDENT AS A CLASSROOM TEACHER

A. Manner of Determining the Nature of Learning Experiences

B. Methods of Establishing Teacher-Pupil Rapport

C. Manner of Assigning Learning Activities

D. Manner of Directing Learning Activities

E. Manner of Managing the Classroom

F. Method and Manner of Counseling and Guiding Pupils

G. Methods of Evaluating Learning

II. THE STUDENT TEACHER AS A CITIZEN

A. Manner and Degree of Participation in the Activities of the School

B. Method and Manner of Achieving Membership in the School Community

C. Manner of Effecting Liaison Between the School and Community

III. THE STUDENT TEACHER AS A MEMBER OF THE PROFESSION

A. Manner and Method of Adhering to a Code of Ethics

B. Manner of Demonstrating Wholesome Professional Attitudes

C. Manner of Making Efforts Toward Professional Growth

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THE DEVELOPMENT OF THIS DESCRIPTIVE AND ANALYTICAL RECORD OF STUDENT TEACHER PERFORMANCE

This scale has been developed with respect to the performance of the student teacher in three major areas: the student teacher as a classroom teacher, the student teacher as a citizen and the student teacher as a member of the profession. Under each major heading activities have been determined that are considered to constitute the tasks of the student teacher in that area. Under the headings behavioristic items are listed that represent possible behavior.

The purposes of this record are threefold. First, this record is designed to serve as a guide for the growth and learning of college students during and after the period of student teaching; secondly, to furnish information to supervisors and other student teaching personnel; and finally, to supply information to employing agencies regarding the performance of the student teacher. The possibility of its use in determining the final grade of the student teacher is, at best, only incidental to its diagnostic and instructional value. For this reason the scale has been developed with the central idea of its being used to describe and analyze the performance of individual student teachers in specific areas and to furnish tangible evidences of those performances.

Under each of the major headings specific items are presented with a variety of possible behaviors under each. A selection of the behavior that most appropriately describes performance of the student teacher will tend to describe performance in that specific area. Obviously the accumulation of behavioristic data from all of the areas represented in the scale will tend to describe the student teacher's behavior in major areas. Following a compilation of information in all the major areas one will have concrete evidences of the performance of the student teacher.

It is recognized that items in this scale are not equally applicable to all teaching areas or in all teaching situations. The supervising teacher and cooperating teacher will use items that are pertinent and applicable and will be free to furnish suggestions for improvement. It is not expected that all teachers will be able to collect evidences in all the items suggested. Where items occur that are not applicable please label them as such, and the utility or value of the instrument will not be impaired.

If the student has had no opportunity to exhibit his competence or understanding in certain areas, this situation may indicate limited opportunities for growth and may be indicative of the need for a more realistic laboratory experience program.

Instruction for Using Scale

In utilizing this scale the following steps and procedures are suggested:

1. Secure two sets of the scale for each student teacher.

2. Have the cooperating public school teacher fill in the names of the student teacher on the fly leaf. (Two copies: one marked test; the other, retest).

3. The college supervisor should explain the use of the scale and its intended purpose to the cooperating teacher.

4. The scale should be scored by reading the items in a given area (marked by small alphabetic letter) and checking the behavioristic item that most nearly describes the performance of the student teacher within that particular area.

5. The college supervisor should advise with, explain, and assist the coordinating teacher in scoring the instrument whenever necessary.

6. It is not necessary to compute the average score for any area.

7. Following the completion of the rating the instrument should be returned to the college supervisor and they in turn should return to the person making the study.

8. The copies of the scale marked retest should be scored not earlier than three days or longer than five days after completion of the first rating.

9. These should be returned in the same manner described in No. 7.

10. It should be kept in mind that the behavioristic items are "jumbled" and are not listed in order of importance value.

NOTE: Items or areas that are difficult to score because of lack of opportunity to observe, or availability of evidence should be marked N.A. or commented on in appropriate space provided for that purpose.

I. THE STUDENT TEACHER AS A CLASSROOM TEACHER

A. Determines Learning Activities or Nature of Learning Experiences.

Manner of determining the nature of learning experiences. (average score: ..............)

(a) 1. Depends largely upon the cooperating teacher to determine the nature of learning activities.

2. Determinates the nature of experiences cooperatively with coordinating teachers.

3. Confines the nature of the learning activities to the textbook.

4. Demonstrates little or no effort or inclination to plan or determine the nature of learning activities.

5. Determines the nature of learning activities on his own initiative.

Comments: ..............................................................................................................

(b) 1. Consistently displays evidences of coordinating and recting learning activities toward a definite goal.

2. Displays evidences of the lack of definite goals for learning activities.

3. Demonstrates evidences of the selectoin of improper unrealistic goals.

4. Demonstrates evidences of inadequate coordination direction of learning activities toward a definite goal.

5. Usually demonstrates the ability to coordinate and direct learning activities toward a definite goal.

Comments: ..............................................................................................................

(c) 1. Usually displays evidences of adequate planning and preparation for the various activities that are appropriate and compatible with the selected learning activities.

Comments: ..............................................................................................................
2. Frequently displays evidences of inadequate planning and preparation for the various activities that are appropriate for and compatible with the selected learning activities.
3. Demonstrates inadequate planning and preparation for the various activities that are appropriate for and compatible with the selected learning activities.
4. Consistently displays evidences of having planned and prepared for the various activities that are appropriate for and compatible with selected learning activities.

Comments: 

Establishes Teacher-Pupil Rapport
Manner of establishing teacher-pupil rapport.

(average score: ............)

1. Consistently displays a lack of a sense of humor.
2. Rarely displays a poor sense of humor.
3. Frequently displays a poor sense of humor.
4. Displays a pleasing sense of humor.
5. Consistently displays a good sense of humor.

Comments: 

1. Always displays consistent behavior.
2. Sometimes displays inconsistencies in behavior.
3. Frequently displays inconsistent behavior.
4. Normally displays a consistent behavior.
5. Usually is inconsistent in behavior.

Comments: 

1. Sometimes has "pets" and displays evidences of unfairness.
2. Typically maintains an attitude of partiality and unfairness.
3. Occasionally appears to have favorites and to be biased or unfair.
4. Rarely displays any tendency toward partiality or unfairness.
5. Consistently maintains an attitude of fairness and impartiality.

Comments: 

1. Frequently displays an interest in and understanding and appreciation for pupil problems.
2. Rarely displays a lack of interest in, understanding of, or appreciation for pupil problems.
3. Consistently maintains an attitude of understanding of and appreciation for pupil problems.
4. Usually displays a lack of interest in or appreciation for pupil problems.
5. Shows little interest in or understanding and appreciation or pupil problems.

Comments: 

1. Consistently secures a permissive attitude in the classroom situation.
2. Seldom is able to secure a permissive attitude in the classroom.
3. Is unable to secure a permissive attitude in the classroom.
4. Usually is able to secure a permissive attitude in the classroom.
5. Rarely fails to secure a permissive attitude in the classroom.

Comments: 

1. Frequently adopts autocratic classroom situation.
2. Consistently maintains an autocratic classroom situation.
3. Consistently maintains a democratic classroom situation.
4. Seldom utilizes any autocratic tendencies in classroom relationships.
5. Rarely utilizes autocratic classroom procedures.

Comments: 

1. Sometimes discourages independent and critical thinking.
2. Consistently encourages and provides for independent critical thinking.
3. Usually encourages independent, critical thinking.
4. Makes no provision for independent critical thinking.
5. Makes little provision for independent, critical thinking.

Comments: 

1. Confines participation to one level of ability.
2. Rarely provides for participation at all levels of ability.
3. Sometimes provides for participation at specific levels of ability.
4. Frequently brings all levels of ability into classroom participation.
5. Consistently provides for participation at the various levels of ability.

Comments: 

1. Rarely fails to encourage and develop pupil leadership and responsibility at every opportunity.
2. Consistently encourages and develops pupil leadership and responsibility.
3. Provides for the development of pupil leadership and responsibility but gives little help or encouragement.
4. Discourages the development of pupil leadership and responsibility.
5. Does not provide opportunity for the development of pupil leadership and acceptance of responsibility.

Comments: 

1. Consistently exhibits good appearance with respect to: cleanliness, selection of attire, facial expression, cheerfulness, posture, neatness, and freedom from annoying mannerisms.
2. Exhibits acceptable appearance etc.
3. Exhibits few deficiencies of appearance, etc.
4. Sometimes exhibits undesirable appearance, etc.
5. Exhibits poor appearance with respect to selected elements, etc.

Comments: 

1. Occasionally keeps discussion above pupils' level.
2. Frequently keeps discussion above pupils' level.
3. Consistently keeps discussion above pupils' level.
4. Consistently keeps discussion at the pupils' level.
5. Seldom fails to keep discussions at pupils' levels.

Comments: 

C. Assigns Learning Activities.

Manner of assigning learning activities.

(average score: ____________)

(a)

☐ 1. Plans and assigns learning activities but explains why the plans and assignments are made.
☐ 2. Permits limited participation in the planning and assignment of learning activities.
☐ 3. Autocratically plans and assigns learning activities without explanations.
☐ 4. Allows and encourages full participation between teacher and pupil in planning and assigning learning activities.
☐ 5. Adopts the leading role in planning and assigning learning activities but does not include the pupil.

Comments: ____________________________________________________________

(b)

☐ 1. Provides a limited variety of learning activities.
☐ 2. Provides a wide variety of learning activities.
☐ 3. Consistently provides only textbook learning activities.
☐ 4. Provides an adequate variety of learning activities.
☐ 5. Provides narrow and repetitious learning activities.

Comments: ____________________________________________________________

(c)

☐ 1. Consistently provides experiences that possess meaning for the pupils.
☐ 2. Provides experiences which usually possess no meaning for the pupil.
☐ 3. Frequently utilizes available community resources in presentation and problem solving.
☐ 4. Occasionally makes effort to make experiences meaningful to the pupil.
☐ 5. Provides experiences which possess little meaning for the pupils.

Comments: ____________________________________________________________

(d)

☐ 1. Displays considerable effort to make assignment of learning activities in relation to individual interests, purposes, and abilities.
☐ 2. Consistently displays ability to assign learning activities in relation to individual interests, purposes, and abilities.
☐ 3. Demonstrates inability to make assignments of learning activities in relation to individual interests, purposes, and abilities.
☐ 4. Does not utilize the pupils' interests, purposes, and abilities in assigning learning activities.
☐ 5. Displays confusion and frustration in keeping assignment of learning activities in relation to individual interests, purposes, and abilities.

Comments: ____________________________________________________________

(e)

☐ 1. Usually displays a willingness to answer questions about assignments.
☐ 2. Sometimes provides an inadequate amount of time for and discourages questions about the assignment.
☐ 3. Rarely allows time for discussion or questions about assignments.
☐ 4. Makes assignments hurriedly and at end of period with no time for questions.
☐ 5. Consistently makes provisions for questions and discussion about assignment.

Comments: ____________________________________________________________

(f)

☐ 1. Consistently makes assignments that are reasonable and fair with respect to time, availability of materials, and time.
☐ 2. Makes assignments that are unfair and unreasonable with respect to time, availability of materials and abilities.
☐ 3. Displays considerate effort and ability in making satisfactory assignments.
☐ 4. Rarely makes assignments that are suspected of unfairness or unreasonableness.
☐ 5. Often makes "spite" or disciplinary assignments that have elements of unfairness and unreasonableness.

Comments: ____________________________________________________________

D. Directs Learning Activities.

Manner of directing learning activities.

(average score: ____________)

(a)

☐ 1. Consistently utilizes multisensory learning aids; displays adequate preparation and follow up.
☐ 2. Utilizes multisensory learning aids frequently; usually displays adequate preparation and follow up.
☐ 3. Occasionally utilizes multisensory aids with inadequate preparation and follow up.
☐ 4. Seldom utilizes multisensory learning aids, but when used, little or no preparation for the experience is evident.
☐ 5. Utilizes only textbook materials in preparation of material.

Comments: ____________________________________________________________

(b)

☐ 1. Always presents materials in lecture or "reporting" manner.
☐ 2. Rarely deviates from textbook presentation of material.
☐ 3. Sometimes utilizes unique and interesting presentational techniques but more likely to be lecture or recitation.
☐ 4. Often utilizes unique and interesting presentation methods. Tries new ideas frequently.
☐ 5. Consistently uses methods appropriate for the purpose of the class.

Comments: ____________________________________________________________

(c)

☐ 1. Permits discussion by selected pupils or by representatives of specific levels of ability.
☐ 2. Usually provides for full discussion of subject and related topics.
☐ 3. Makes provision for limited discussion for an inadequate length of time.
☐ 4. Consistently provides opportunity for full discussion of subject and related material.
☐ 5. Makes no provision for discussion of subject and related areas: simply relates or has pupils recite material.

Comments: ____________________________________________________________

(d)

☐ 1. Consistently utilizes community resources in presentation of materials and in problem solving.
☐ 2. Frequently utilizes available community resources in presentation of materials and in problem solving.
☐ 3. Sometimes utilizes community resources in the presentation of materials and in problem solving.
☐ 4. Utilizes library resources in conjunction with text books in presentation and problem solving.
☐ 5. Confines presentation of materials and problem solving to textbooks.

Comments: ____________________________________________________________
1. Presents materials and leads discussion in language and terms that are not on the level of the pupil.
2. Consistently uses the English language effectively in directing learning activities.
3. Sometimes uses the English language ineffectively in presentation and discussion.
4. Frequently utilizes terms and statements that have no relation to topic and have little or no continuity.
5. Usually uses the English language adequately for purposes of presentation and discussion.

Comments:

- 1. Talks too loudly at times, and frequently mispronounces words.
- 2. Enunciates indistinctly, displays poor flexibility and modulation of voice.
- 3. Consistently enunciates clearly and modulates and keeps voice flexible.
- 4. Seldom has any difficulty in keeping voice well modulated, flexible in enunciation.
- 5. Occasionally displays some difficulty in keeping voice well modulated, flexible in enunciation.

Comments:

- 1. Rarely fails to utilize the purpose and interest of the pupils in presentation of materials.
- 2. Displays no effort to utilize the pupils' interests and purpose in the presentation and discussion of materials.
- 3. Sometimes displays evidences of trying to utilize the pupils' purpose and interests in presentation and discussion.
- 4. Frequently utilizes the purpose and interests of pupils to advantage in presentation and discussion of materials.
- 5. Consistently utilizes the pupils' interest and purpose in the presentation and discussion of materials.

Comments:

Manages Classroom Situations.
Manner of managing the classroom.

[average score: .............]

1. Consistently controls the physical aspects of the classroom (heat, light, ventilation, etc.).
2. Makes no effort to control the physical aspects of the classroom or controls the physical aspects to suit his own comfort and convenience.
3. Utilizes students in attending the control of physical aspects of the classroom.
4. Displays little effort or concern over the control of the classroom.
5. Usually is attentive to the physical aspects of the classroom.

Comments:

- 1. Frequently demonstrates confusion and ineptness in handling materials, equipment, and supplies.
- 2. Demonstrates a lack of planning in handling materials, equipment, and supplies.
- 3. Demonstrates careful planning in handling materials, equipment, and supplies.
- 4. Displays an adequate knowledge of subject matter.
- 5. Rarely displays any evidence of a deficiency in knowledge of subject matter.

Comments:

- 1. Occasionally organizes routine work.
- 2. Consistently routinizes activities where appropriate (in relation to physical condition of the room, etc.).
- 3. Usually has sufficient time to carry on activities without interruption at inopportune time.
- 4. Displays difficulty in apportioning time. Has to rush through activities.
- 5. Rarely has difficulty in time apportionment.

Comments:

F. Counsels and Guides Pupils.
Method and manner of counseling and guiding pupils.
[average score: .............]

(a) 1. Performs all counseling and guidance services himself on his own initiative without regard to his limitations.
2. Performs or furnishes counseling and guidance services to pupils.
3. Usually performs all counseling and guidance himself, but frequently talks with specialists.
4. Maintains appropriate relation with guidance specialists.
5. Demonstrates no effort to counsel or guide pupils. Confines activities to classroom teaching.

Comments:

- 1. Secures sufficient rapport with pupils so that pupils consistently come to him voluntarily for counsel.
- 2. Secures a degree of rapport with pupils that they usually confide in him and come to him for counsel voluntarily.
- 3. Secures a degree of rapport with pupils so that pupils frequently come to him for counsel voluntarily.
- 4. Achieves such relationships with pupils that pupils seldom come to him for counsel voluntarily.
- 5. Maintains such relationships with pupils so that pupils never come to him for counsel voluntarily.

Comments:
II. THE STUDENT TEACHER AS A CITIZEN

A. Participates in the Activities of the School.

Manner and degree of participating in the activities of the school.

(average score: ..............)

1. Participates fully and willingly and skillfully in the planning and administration of co-curricular activities.
2. Demonstrates no effort to participate in the planning and administration of co-curricular activities.
3. Consistently complains about being forced to participate in the planning and administration of co-curricular activities.
4. Participates willingly (after being urged) in the planning and administration of co-curricular activities.
5. Voluntarily participates in the planning and administration of co-curricular activities.

Comments: 

B) 1. Usually displays evidence of an adequate sense of his responsibility for his share in the total effectiveness of the school.
2. Appears to be sensitive to his responsibility for his share in the total effectiveness of the school.
3. Displays only limited awareness of his responsibility for his share in the total effectiveness of the school.
4. Consistently displays a keen sense of his responsibility for his share in the total effectiveness of the school.

Comments: 

II. THE STUDENT TEACHER AS A CITIZEN

A. Participates in the Activities of the School.
3. Frequently experiences and displays poor quality of personal relations with colleagues.
4. Maintains undesirable or questionable personal relations with colleagues.
5. Occasionally has "difficulties" with colleagues.

Comments:

- 3. Consistently secures the cooperation of parents in school activities.
- 4. Demonstrates no observable efforts in securing cooperation of parents in school activities.

C. Effects a Liaison Between the School and the Community.

Manner of effecting liaison between the school and the community. (average score: .....

(a) 1. Occasionally secures limited cooperation of parents in school activities.
2. Rarely fails to secure the cooperation of parents in school activities.
3. Consistently secures the cooperation of parents in school activities.
4. Displays no observable efforts in securing cooperation of parents in school activities.
5. Sometimes devotes token efforts to secure cooperation of parents in school activities.

Comments:

(b) 1. Demonstrates adequate ability in assisting lay groups in developing an understanding of modern education.
2. Consistently demonstrates efforts and ability to assist lay groups in developing an understanding of modern education.
3. Makes no observable effort to assist lay groups in developing an understanding of modern education.
4. Displays an inability to assist lay groups in developing an understanding of modern education.
5. Demonstrates some efforts toward and limited ability in assisting lay groups in developing and understanding modern education.

Comments:

(c) 1. Consistently and adequately interprets the school's philosophy to the community.
2. Displays evidences of an unawareness of the presence of a school philosophy.
3. Displays little effort in the interpretation of the school's philosophy to the community.
4. Usually needs some assistance in the interpretation of the school's philosophy to the community.
5. Frequently displays efforts and ability to interpret the school's philosophy to the community.

Comments:

(d) 1. Demonstrates no observable efforts in developing pupil awareness of community and national problems.
2. Frequently assists in developing pupil awareness of community and national problems.
III. THE STUDENT TEACHER AS A MEMBER OF THE PROFESSION

A. Adheres to a Code of Ethics.

Manner and methods of adhering to a code of ethics.

(average score: ............)

(a) 1. Consistently speaks well of colleagues and patrons.
   2. Frequently talks disparagingly about colleagues and patrons.
   3. Rarely displays tendencies to talk disparagingly about colleagues and patrons.
   4. Occasionally displays tendencies to talk disparagingly about colleagues and patrons.
   5. Usually talks disparagingly about colleagues and patrons.

Comments: .................................................................

(b) 1. Usually is indiscreet in discussing school problems.
   2. Occasionally demonstrates relations with pupils that are questionable.
   3. Frequently displays evidences of an inadequate appreciation of the place of education in a democratic society.
   4. Occasionally displays evidences of a serious deficiency of a sense of humor.
   5. Consistently displays evidences of a lack of insight of the place of education in a democratic society.

Comments: .................................................................

(c) 1. Consistently demonstrates loyalty to superiors.
   2. Rarely displays any tendency to "undermine" superiors.
   3. Sometimes "undermines" superiors.
   4. Usually displays tendencies towards "undermining" superiors.
   5. Consistently "undermines" superiors.

Comments: .................................................................

(d) 1. Rarely displays any evidence of questionable moral standards.
   2. Consistently displays evidences of high moral standards.
   3. Occasionally displays evidences of questionable moral standards.
   4. Sometimes displays evidences of low moral standards.
   5. Consistently displays strong evidences of low moral standards.

Comments: .................................................................

(e) 1. Frequently betrays trusts placed in him.
   2. Consistently betrays trusts placed in him.
   3. Sometimes tends to be untrustworthy.
   4. Rarely betrays trusts placed in him.
   5. Consistently honors or respects trusts placed in him.

Comments: .................................................................

(f) 1. Rarely demonstrates any tendency to usurp authority.
   2. Consistently refrains from usurping authority.
   3. Occasionally tends to usurp authority.
   4. Frequently usurps authority.
   5. Consistently usurps authority.

Comments: .................................................................

B. Demonstrates Wholesome Professional Attitudes.

Manner of demonstrating wholesome professional attitudes.

(average score: ............)

(a) 1. Frequently displays an inadequate appreciation of the place of education in a democratic society.
   2. Seldom displays evidences of a serious deficiency of a sense of humor.
   3. Typically displays evidences of an adequate appreciation of the place of education in a democratic society.
   4. Consistently displays evidences of an appreciation of the place of education in a democratic society.
   5. Usually displays evidences of a lack of insight of the place of education in a democratic society.

Comments: .................................................................

(b) 1. Seldom accepts or utilizes the conclusions of experimental studies.
   2. Usually belittles or does not accept the conclusions of experimental studies.
   3. Occasionally accepts and utilizes the conclusions of experimental studies.
   4. Frequently accepts and utilizes pertinent findings of experimental studies.
   5. Consistently accepts and utilizes the conclusion of experimental studies.

Comments: .................................................................

(c) 1. Frequently demonstrates an adequate belief in democratic procedure in education by being democratic.
   2. Occasionally tends to disregard a belief in democratic processes in education by being authoritarian.
   3. Sometimes belittles or disdains to practice democratic processes in education.

Comments: .................................................................
4. Usually demonstrates a disbelief in or refuses to accept democratic procedure in education.
5. Consistently demonstrates a belief in democratic processes in education by practicing democracy.

Comments: .................................................................

1. Seldom demonstrates any deficiency in regard to a sense of responsibility toward youth.
2. Typically demonstrates a deficient sense of responsibility toward youth.
3. Demonstrates an adequate sense of responsibility toward youth.
4. Consistently demonstrates a strong sense of responsibility toward youth.
5. Usually demonstrates a lack of responsibility toward youth.

Comments: .................................................................

1. Consistently displays a critical and analytical attitude open to conviction.
2. Frequently displays an attitude to being open to conviction, ready to accept change.
3. Tends to resist change but adapts readily when convinced.
4. Displays an attitude of reluctance in accepting change.
5. Consistently displays an attitude that is rather closed minded toward change.

Comments: .................................................................

Makes Effort Toward Professional Growth.
Manner of making efforts toward professional growth.  
(average score: ..........)

1. Seldom reads or displays evidences of having read professional books and magazines.
2. Occasionally displays evidences of some readings in professional books and magazines.
3. Frequently reads professional books and magazines.
4. Consistently reads widely in professional books and magazines.
5. Occasionally displays evidences of some readings in professional books and magazines.

Comments: .................................................................

(b) 1. Consistently attends and participates in staff and group meetings.
2. Seldom attends staff and group meetings.
3. Frequently attends staff and group meetings but participates in a limited degree.
4. Skips or avoids staff and group meetings whenever possible.
5. Usually attends staff and group meetings but participates in a limited degree.

Comments: .................................................................

(c) 1. Usually is active in available professional organizations.
2. Consistently is active in available professional organizations.
3. Occasionally adopts an active role in available professional organizations.
4. Seldom takes any part in or attends available professional organizations.
5. Does not hold membership in available professional organizations.

Comments: .................................................................

(d) 1. Usually demonstrates an unwillingness to try new ideas or plans to achieve goal.
2. Consistently demonstrates a willingness to try new ideas to reach goals.
3. Sometimes tries new ideas but has predetermined negative results.
4. Rarely demonstrates any reluctance to try new ideas and plans to achieve goals.
5. Frequently tries new ideas and plans to achieve goals.

Comments: .................................................................

(e) 1. Frequently studies and seeks aid in the solution of problems involved in teaching.
2. Usually ignores or displays no concern over problems involved in teaching.
3. Consistently studies problems unsolved in teaching.
4. Seldom displays any effort to study problems involved in teaching.
5. Occasionally studies and discusses problems involved in teaching.

Comments: .................................................................
# APPENDIX B

## TABLE I

### STATISTICAL DATA

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### TABLE II

**STATISTICAL TABLE**

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<th>S.D.</th>
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**Statistical Formulae:**

\[
M = \frac{\sum X}{N}
\]

\[
\sigma = \sqrt{\frac{\sum X^2}{N} - M^2}
\]

\[
\chi^2 = \frac{\sum XY - \frac{\sum X \cdot \sum Y}{N}}{N}
\]

\[
\chi^2 = \sqrt{\left[ \frac{\sum X^2 - M_X}{N} \right] \left[ \sum y^2 - M_y \right]}
\]
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Reports