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A COMPARISON OF PRACTICES FOLLOWED BY COLLEGE SUPERVISORS OF  
SECONDARY STUDENT TEACHERS IN KENTUCKY WITH THOSE  
FOLLOWED BY COLLEGE SUPERVISORS IN TEXAS, AND  
WITH THOSE RECOMMENDED BY NATIONAL  
AUTHORITIES

DISSERTATION

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By

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The problem with which this investigation was concerned was that of determining the practices utilized by college supervisors of secondary student teachers in Kentucky. A mailed questionnaire was employed to determine the emphasis of practices of the college supervisor pertaining to student teachers, cooperating teachers, and cooperating school administrators.

The purposes of this study included the following:

1. To determine the status of Kentucky college and university supervisors of secondary student teachers.
2. To compare the practices of Kentucky college supervisors with practices recommended by national authorities in the field of student teaching.
3. To compare the practices reported by general supervisors with practices reported by special supervisors.
4. To compare the supervisory practices as reported in Texas in 1968 to the practices reported currently in Kentucky.

The validity of the questionnaire was established by the vote of a twelve-member panel of state presidents of the Association of Teacher Educators.

Reliability of the questionnaire was established by the test-retest method. A randomly selected sample of thirty college supervisors in Kentucky served to establish reliability.

Data were collected from two populations: all state presidents of the Association of Teacher Educators and all college supervisors of secondary student teachers in Kentucky. Returns were obtained from 67 percent of the state presidents of the Association of Teacher Educators and 81 percent of Kentucky secondary supervisors.

The number and percentages were calculated for demographic data reflecting personal data, professional preparation, and present position of Kentucky college supervisors. The data from the supervisory practices section of the questionnaire were statistically treated, utilizing the  $t$  test for two independent samples.

The findings pertaining to the status of the Kentucky college supervisor included the following:

1. Seventy-one percent of Kentucky college supervisors reported having a total of more than ten years teaching experience at different levels. Twenty-eight percent had more than twenty years full-time teaching experience.

2. Sixty-four percent of the supervisors reported twenty-one or more student teachers as a full supervisory load.

3. Fifty-four percent of college supervisors at state schools and 39 percent at private schools hold the rank of assistant professor.

4. Fifty-two percent of college supervisors at state schools and 36 percent at private schools hold the earned doctorate.

The findings pertaining to the practices of the Kentucky college supervisor of secondary student teachers included the following:

1. The null hypothesis that no significant differences exist between the emphasis of supervisory practices by the state presidents of the Association of Teacher Educators and by Kentucky college supervisors was retained.

2. The null hypothesis that no significant differences exist between the emphasis of supervisory practices of special and general supervisors was retained.

3. The null hypothesis, that no significant differences would exist between the utilization of supervisory practices reported by Texas supervisors in 1968 and such utilization by Kentucky supervisors, was rejected.

The conclusions of the study included the following:

1. Kentucky supervisors were utilizing the practices recommended by national authorities.

2. Special and general supervisors in Kentucky were utilizing recommended practices equally well.

3. Kentucky supervisors were utilizing recommended practices to a higher degree than did Texas supervisors in 1968.

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## CHAPTER I

### INTRODUCTION

Because of the academic supply-and-demand imbalance, teacher education institutions have a unique opportunity to restructure teacher education programs in order to improve the quality of their product. The student teaching intern experience is considered by many the most significant and influential portion of an educator-to-be's professional training (22). The college supervisor is an important link in the education of the prospective teacher, for it is the supervisor who brings together the theory of the classroom with the actual work experience in the field during student teaching. His practices may determine the quality and success of student teaching and ultimately of classroom instruction (23).

The college supervisor's principal objective is the professional growth of the student teacher. He must carry out a specific role in the guidance of student teachers and must carry out functions in the performance of that role. However, the goal of the college supervisor is not well defined (27). The nebulous nature of the university supervisor's role was emphasized in the 1964 Association for Student Teaching Yearbook, which states,

Turning to college supervisors from other colleges and universities in an effort to find common roles, possible solutions to problems, or a basis for research is frustrating when the variety found defies generalization. Variety in itself is not necessarily undesirable. When it exists as a result of confusion, uncertainty, and lack of knowledge, professional knowledge is demanded. If standardization, on the other hand, seems to be the direction to be taken, such a move must be made on the basis of research evidence (28, p. xi).

The uncertainty of the early sixties has diminished, according to the 1971 publication of the American Association of Colleges for Teacher Education, which speaks of a major change in responsibility for the supervisor of student teaching.

The necessity of combining theory and practice in teacher education underscores the need for close and continuing cooperation among schools, colleges, and universities preparing teachers, and state departments of education, based on the appropriate definitions of roles and responsibilities of each. However, the long neglect of meaningful school involvement has resulted in a current movement toward total assumption of professional preparation responsibilities by school systems (13, p. 4).

This movement toward replacing college supervisors with classroom teachers will demand an analysis of practices to aid in the preparation of supervisors, whether they be based in the public school system or, as traditionally, on the college campus (27). It is predicted that the role of the supervisor also will include new functions such as supervising public school classroom pre-student-teaching experience, coordinating simulations such as videotaping and implementation of interaction analysis techniques in both verbal

and nonverbal situations (1). The trend toward competency-based teacher education programs will require that roles be specifically defined and practices determined for college supervisors, so as to guarantee performance levels in their student teachers.

#### Statement of the Problem

The problem was a study of practices utilized by college supervisors of secondary student teachers in Kentucky.

#### Purposes of the Study

The purposes of this study were as follows:

1. To gather demographic data on Kentucky college and university supervisors of secondary student teachers.
2. To compare the supervisory practices of Kentucky college supervisors with those recommended by national authorities in the field of student teaching.
3. To compare the practices reported by general supervisors with practices reported by special supervisors.
4. To compare the supervisory practices as reported in Texas in 1968 to the practices reported in Kentucky in the present study.
5. To provide a basis that may be useful in moving toward a more consistent approach to supervision of student teaching.

## Hypotheses

To carry out the purposes of this study, the following hypotheses were formulated:

I. Supervisory practices recommended by a panel of national authorities in teacher education will be emphasized significantly more by the state presidents of the Association of Teacher Educators than by Kentucky college and university supervisors of secondary student teaching.

II. Special supervisors will emphasize recommended supervisory practices significantly more than will general supervisors of student teachers.

III. Supervisory practices reported by supervisors of secondary student teachers in Texas in 1968 will be emphasized significantly less than recommended practices reported in Kentucky in the present study.

## Background and Significance of the Study

Despite the important influence that the college supervisor has on the student-teaching experience, a review of literature reveals that the area of supervision of student teaching has been neglected by researchers. Barnett (4) and others searched the literature over a fifty-year period and found that the college supervisor was not often the subject for organized research (19, 25, 30). A heavy majority of the studies reviewed were unrelated research projects and articles based on experience and opinion. An analysis of the research yields the presence of questionable experimental

design with results based on what Harris (20) terms "folk wisdom." He further states that supervision can attain professional status only when research has been conducted by supervisors themselves on their own unique problems.

Definition of the role of the college supervisor has been an important step in the improvement of the student-teaching experience (5, 10). Clarke (9), Patty (27), and Underwood and Dordal (14) were in agreement that a redefining of the functions of the supervisor of student teaching was necessary. Standermann substantiated this contention when she wrote that "the college supervisor should be responsible for more than a nebulous role of undefined association with the student teaching program in cooperating schools and the college faculty" (32, p. 64).

In a study conducted by Guss (18) for the Indiana ASCD it was found that improvement in supervision of student teachers was needed. A need for a more specific description of the role the supervisor plays was included in recommendations of the study. Malikail (24) feels that this role should be the major one in the direction and supervision of student teaching.

In the last decade, Conant (12) had expressed dissatisfaction with teacher education; and the function of the college supervisor had been criticized by Hazard and Chandler (7), and by Clegg and Trennepohl (10). Scholl (31) reported that student teachers were dissatisfied with the supervisor

because of a lack of specific suggestions the supervisor made concerning the improvement of their teaching skills. Scholl's subjects expected the supervisor to be positive in his manner of presenting evaluations. Hanke (19) reported that only a small fraction of the supervisor's time was actually allocated for the supervision of student teachers. Research has indicated that this has a negative effect in terms of the expressed needs of the student teacher (9).

The nebulous definition and reservations about the traditional function of the college supervisor have led to suggested changes. Patty states that "It seems clear that, in the next ten to twenty years, the role of the college supervisor as we know it will be eliminated. The college supervisor will be replaced by a classroom teacher" (27, p. 183). Conant recommends in his book The Education of American Teachers that the role of the college or university professor who is to supervise and assess the practice teaching should be analogous to that of a clinical professor in certain medical schools (12, p. 143).

Washington State, in what is usually referred to as the "Fourth Draft," reacted to the trend by envisioning certification of college, public school, and college-public school personnel in supervision of student teaching. This reaction got much of its impetus from the NCATE standard that states, "Responsible experimentation and innovation are essential to improvement of teacher education programs.



A deliberate attempt has been made in these standards to encourage individuality, imagination and innovation in institutional planning" (29, p. 2).

Stradley (33), Edelfelt (15), Collins (11), and Andrews (3) would expand and restructure the role of the college supervisor to meet the demands that teacher education make substantial improvement in efficiency of organization and quality of product. The "Oregon Plan," designed to improve the practicum phases of teacher education, utilized the Teacher Education Center approach with "Clinical Professors" to prepare cooperating teachers to develop the necessary skill for effective supervision. A study financed by the Ford Foundation had earlier found that cooperating teachers had weaknesses including

1. the inability to observe and collect data in the classroom in a systematic, objective way.
2. lack of skill in the analysis of teacher performance (34, p. 445).

The Oregon Plan was conceived to provide cooperating teachers with the experience to overcome these weaknesses. Similar projects involving innovative use of college supervisors were established at Wayne State University and the Temple City United School District in California (15).

Research of a general or specific nature into the traditional role of the college supervisor is inadequate. Burr and Jacobs (6) found that any length of time less than the entire period was too short to adequately observe the student

teacher. Neal, Kraft, and Kracht (26) found that public school administrators do not want student-teaching programs without college supervision and that college supervisors should not give direction and critical evaluation to student teachers, as this is the role of the cooperating teacher.

A review of the literature of the past fifteen years has indicated that the role of the college supervisor is subject to debate and is presently undergoing major changes as to the practices considered to be adequate for effective supervision. Up to this time, no study has attempted to survey the practices of this phase of teacher education in Kentucky. Although no lasting model of a college supervisor is anticipated because of the constant changes taking place in teacher education, this study will attempt to assess the characteristics of college supervisors presently in the field and the practices which they employ. Criteria for the structure of the position of the college supervisor are necessary for the improvement of the teacher-education programs of this state. This study is significant because it will provide a basis for recommendations for supervisory practices of Kentucky college supervisors of student teaching. At present there is no source of information that can be utilized to formulate guidelines based on current conditions. This study will investigate the use of innovative practices not included in any previous study.

### Definition of Terms

For the purpose of this study the following definitions were formulated:

College (university) supervisor--a staff member of the college or university who regularly visits or observes the student teacher.

Special supervisor--a college supervisor who supervises student teachers in a special field or in certain subjects such as mathematics, music, English, science, or physical education.

General supervisor--a college supervisor who supervises student teachers regardless of their subject matter area.

Secondary supervisor--a college supervisor who supervises student teachers in grades six through twelve.

Clinical professor--a supervisor employed jointly by the college and the public school to direct and supervise student teaching.

Cooperating teacher--a classroom teacher utilized as a supervising teacher of a student teacher in a cooperating school.

### Limitations

This study was subject to all the limitations concomitant with research data collected by mailed questionnaires. This study was concerned with selected supervisory practices of Kentucky college supervisors pertaining to the supervision

of student teaching on the secondary level in Kentucky colleges and universities. No analysis of teacher education programs was made with regard to their philosophy or organization.

#### Basic Assumptions

1. It was assumed that the respondents answering the questionnaire indicated the maximum amount of emphasis given to each practice considered.

2. Supervisory practices recommended by national authorities were assumed to provide valid criteria with which to compare practices in Kentucky.

3. It was assumed that practices as reported were actually employed and not just desirable practices.

#### Instrument

An instrument in the form of a questionnaire was constructed, based on a questionnaire previously developed for a similar study (4). Status data such as age range, rank, academic preparation, experience, teaching load, and subject matter area were included in the questionnaire. The new instrument included selected items from the previous questionnaire and items involving practices not initiated at the time the original instrument was constructed. Practices were monitored in areas such as college supervisor-student teacher relationships, college supervisor-cooperating teacher relationships, and college supervisor-cooperating school

administrator relationships to derive an indication of the current emphasis in supervisory practices. The questionnaire was validated by the vote of a panel of judges to support instrument items. The panel members were recognized authorities on practices utilized in teacher education (twelve randomly selected state presidents of the Association of Teacher Educators). Items not validated (not receiving majority support of the panel) were omitted. If as many as three of the validity panel members suggested a practice not included in the original version, the practice was incorporated into the questionnaire administered to the subjects in the study. Reliability was established by the test-retest method. A randomly selected sample of thirty college supervisors in Kentucky was administered the questionnaire. After an interval of three weeks the instrument was readministered to the sample. Items that received a reliability coefficient of 0.60 or greater were retained in the instrument. Refer to Appendix A for the final version of the questionnaire.

#### Procedures for Collecting Data

After validity and reliability were established, the questionnaire was administered to the college supervisors of secondary student teachers in Kentucky. Letters were sent to each director of student teaching at the respective institutions requesting the name and departmental assignment of

each faculty member in his college or university employed as a supervisor of secondary student teachers for the spring or fall semesters of 1973.

Upon receipt of a list from a college or university, a copy of the questionnaire with an accompanying letter was sent to each college supervisor. The letter utilized the sponsorship and letterhead of the Kentucky Association of Teacher Educators (see Appendix C). The respondents were asked to reply to each question on the questionnaire. Follow-up letters with identical questionnaires were sent to those supervisors who had not responded within a three-week period. At least 100 returns of the questionnaires were required as a minimum.

Each state president of the Association of Teacher Educators who did not participate in the validity study was asked to serve as a judge on a panel of experts. The questionnaire, with an accompanying letter, was mailed to each state president of the Association of Teacher Educators. These experts were asked to respond to each item on the questionnaire by indicating the extent of emphasis the college supervisor "should place" on each practice. Follow-up letters and questionnaires were sent to state presidents who had not responded within three weeks of mailing. At least 65 percent of the completed questionnaires were required for the purposes of this study. Data reflecting the

emphasis of practices of college supervisors at state and private institutions in Texas were obtained from a 1968 study by Barnett (4).

The questionnaire developed in Barnett's study was structured so that the respondent reported "Yes" or "No" to the use of a particular practice. If the response was "Yes," he then chose the degree of emphasis to be placed on the practice.

#### Procedures for Analysis of Data

The questionnaire was designed so that most the data could be directly punched into cards for automatic data processing. A data card was prepared to record the responses from each questionnaire. Percentages of responses were calculated by the computer and comparisons were made between responses of college supervisors and those of state presidents of the Association of Teacher Educators. No analysis of teacher-education programs was made in regard to their philosophy or organization. The hypotheses were tested in the null form by use of the t-test for two independent samples.

Tables were constructed to reflect the status of Kentucky college supervisors in regard to personal data, professional preparation, and present position. Tables also were prepared for each practice grouped in categories such as college supervisor-student teacher relationship, college supervisor-

cooperating teacher relationship, college supervisor-cooperating school administrator relationship, and college supervisor-cooperating school relationship.



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## CHAPTER II

### REVIEW OF RELATED LITERATURE

The review of the related literature pertaining to the present study is organized into three sections.

1. Literature related to the development of the position and status of the college supervisor.

2. Literature related to the role and practices performed by the college supervisor.

3. Literature related to the future role of the college supervisor.

Literature concerning the college supervisor of student teaching in its early development has been thoroughly researched by authors such as Barnett (3), and earlier by Strebel (55) and Hanke (21). Consequently, this review of literature is limited to research within the past fifteen years.

#### Development of the Position

The position of the college supervisor developed when the volume of student teachers exceeded the number for which college laboratory schools could efficiently provide meaningful pre-service experiences. Off-campus student teaching became a necessity and created conditions for amplification of the role of the college supervisor. The student-teaching

experience was now, however, more realistic than in the laboratory schools, and provided teacher education a vehicle to improve pre-service experiences utilizing the college supervisor in a key role.

The parameters of the role of the college supervisor were not clearly defined. The Association for Student Teaching (which became the Association of Teacher Educators in 1970) attempted to focus on the responsibilities and functions of the college supervisor in its Forty-Third Yearbook (1964), The College Supervisor, Conflict and Challenge. This publication provided the foundation for developing and refining a comprehensive rationale for the position of the college supervisor in the teacher education program (38). Hilliard and Durrance (22) see the college supervisor as a liaison person between the college and the cooperating school and as a supervising instructor for the student teacher.

#### The Status of the College Supervisor

Shawver (45) found that the status of the college supervisor was not appropriate to his actual importance on the teacher-education team. He found that college supervisors of student teaching averaged lower in pay, faculty ranking, and academic preparation than regular college faculty members. Because of this lack of status the college supervisors have a pronounced lack of impact on the teacher-education programs of the universities for which they work.

In research by the Association for Student Teaching it was found that directors of student teaching were satisfied with the academic rank and salaries of college supervisors (18). Dean (16) found that college supervisors were rated highest in areas of subject matter content, motivation of students, and variation in classroom activities. College supervisors were rated lower than cooperating teachers in areas of discipline and information about students.

The two distinct supervisory roles of specialist and generalist have developed in teacher education and are in conflict and yet complement each other. The specialist supervises student teachers in a specific subject-matter area such as English, mathematics, science, or business. The generalist usually supervises student teachers in a particular school or area regardless of the student teacher's major. The special and general college supervisor can be found in many different teacher-education programs. Southall states that "the role of the college supervisor will be more carefully defined. Research is still needed to support claims as to the best type of supervision" (53, p. 5). Michigan State University follows the "generalist" concept of supervision, leaving the subject-matter expertise to the cooperating teacher. Ohio State University, on the other hand, uses only "specialists" in subject-matter areas to supervise its student teachers. Illinois State University mixes the two practices. These three large universities

obviously do not agree in theory or practice, and the role of college supervisors remains unclear. Zabka (61) reported 58 percent of several hundred cooperating teachers reported contacts with specialists, 24 percent with specialists and generalists, and only 18 percent reporting sole contacts with generalists. The cooperating teachers favored specialists over generalists.

Sine (47) reported that public school personnel felt that college supervisors should not be candidates for advanced degrees. This view was also supported by the Association for Student Teachers, which stated, "Colleges should assign as college supervisors members of the faculty who are on regular appointment" (13, p. 9).

Inlow (24) surveyed fifty-seven institutions that were members of the Association for Student Teaching to determine the extent of similarity and variability in the position of the college supervisor. Inlow found that the mean number of years of full-time teaching was 8.75 years for supervisors on the secondary level. He found that 83 percent of the subjects were male, and that university supervisors remained in that job for a number of years.

While the trend seems to indicate that the college supervisor compares favorably with other college faculty members in relation to academic degree, his supervisory preparation is deficient. Price (38) conducted a study to determine current practices of selection and preparation of

college supervisors from five institutions and their cooperating teachers, randomly selected from each state in the United States. The findings revealed that only 44 percent of the institutions offered a course dealing with the supervision of student teaching.

In a study by Hanke (21), 24 percent had no formal training in supervision. Hanke used a questionnaire and interviews to gather data from 180 university supervisors from 55 institutions in the North Central Association. The responses of the college supervisors were compared with those of a panel of experts in student teaching. Some of the significant points developed from the data received from the panel are as follow:

1. Experience and professional course preparation were not as important as "desirable personal qualities."
2. Experience as a classroom teacher was ranked as essential by 95 percent of the panel members.
3. No preference was shown to general or special supervisors.
4. The suggested maximum number of students to be supervised by one person was twenty (21, pp. 161-162).

Hanke was attempting to establish criteria for the selection and hiring of college supervisors, and did not formulate research hypotheses.

Ramey (41) gathered data from directors of student teaching, college supervisors, secondary student teachers, and



cooperating teachers affiliated with six state teachers colleges in Texas in 1963. The purpose of the study was to determine the expectations of each member of the student-teaching team, and compare them. Attitudes toward self-evaluation, attendance at professional meetings, and planning were considered. Differences were found in the expectations of team members. Ramey concluded that greater attention should be given to the organizing and structuring of the student-teaching program. Bowers and Scofield (8), evaluating the supervision of student teachers at San Jose State, designed a questionnaire to enable student teachers to express their attitudes toward the help given by university supervisors and cooperating teachers. The help that cooperating teachers gave was rated over that of the university supervisor.

#### Role of the College Supervisor

The role of the college supervisor is unique and very complex. The supervisor usually functions in a dual capacity as a college instructor teaching methodology courses and as a supervisor of students' pre-service experience (29).

The identification of the role of the college supervisor has been attempted several times in recent years. The Association for Student Teaching gave some aid in an analysis of the role of the college supervisor when it stated,

As liaison and public relations person, he helps to promote greater understanding of our

participation in the pre-service teacher education program. As a supervisory instructor he assumes responsibility for encouraging the student teacher's continued professional growth and personal adjustment. As a co-worker in the public school he collaborates with the principal and cooperating teacher in improving the quality of pre-service practical experience. The coordinated actions influence and, in turn, are influenced by the participation of other key personnel who work closely with student teachers (37, p. 61).

Clarification of the function of the college supervisor as a member of the student-teaching team has been particularly inadequate. The college supervisor obviously represented the university, but beyond that, no well-developed, widely accepted rationale existed for giving direction to their work of coordinating with that of other members of the student-teaching team. It was evident, however, that those involved held conflicting views of the appropriate function for themselves and each other. These conflicts reduced the effectiveness of student-teaching programs (13, p. 49).

Rousseau (43), using Blumberg's (5) supervisory interaction system, obtained data that revealed that college supervisors behaved differently when they were interacting with student teachers than when interacting with cooperating teachers. Blumberg and Amidon (6) view the university supervisor as a change agent, who through interaction with the teacher, brings forces into play to facilitate the teacher's self-improvement efforts, and see the supervisory conference as a major vehicle for such change. Blumberg and

Weber (7) concluded that behavioral (supervisory) style of the university supervisor was related to teacher morale and was largely responsible for the nature of the work and interpersonal environment that is developed in supervision of student teachers. Saunders (44) reported that teachers gain confidence in the college supervisor when he assists in solving problems, and that respect for the teacher by the college supervisor results in aiding the effectiveness of the student-teaching team. Nelson and Hutcherson (34), using a Guttman-type scale that ranked the expressed and wanted dimensions of interpersonal need areas, found that the grade in student teaching could be assumed to be related to whether the college supervisor and the coordinating teacher liked or had confidence in each other.

Sine (47) surveyed cooperating teachers, who reported the need for closer cooperation to establish goals and expectations for student teachers, greater availability, more frequent visitations, and a more realistic view of education by college supervisors. In the same study, college supervisors reported the need for increased contacts with cooperating school personnel, and for added training and recent classroom experience for themselves. Most college supervisors mentioned lack of time as their most serious limitation, while many indicated that the student teacher-college supervisor ratio is too high. The differences in philosophy of education and methodology of the cooperating teacher and college supervisor

was reported to be a problem. The majority indicated a lack or absence of joint planning between college and school. In spite of these various problem areas, the majority of college supervisors indicated no desire to change. Krasno (32), analyzing the same data, reported that college supervisors felt the most effective preparation for their job was successful teaching experience, subject-matter competence, and human relations skills. Among the most important objectives of student teaching stated by college supervisors were beginning understanding of the teaching profession, development of self-confidence, and sensitivity to individual differences. Stewig (54), in a study at Purdue, found that the most desired quality in a college supervisor was that he be sincere, positive, and helpful in certain areas. Student teachers reacted most negatively to college supervisors offering specific help in skill areas, lesson planning, and management details. The student teachers obviously felt that cooperating teachers should perform these functions. Apprehension concerning supervisory visits was reported by students; apparently college supervisors were not successful in dispelling this fear. The most important task as reported by college supervisors was "to stimulate the student to evaluate his teaching behavior" (54, p. 252), which suggests that more emphasis should be placed on preparation using interaction analysis.

E. Brooks Smith (50) stated that the college supervisor in his role of a reflecting and interpreting agent must evaluate student-teaching efforts simultaneously from the standpoint of an educational psychologist, a subject-matter specialist, and a practicing teacher.

Practices Performed by the College  
Supervisor

Jones (29) has thoroughly analyzed the roles which the college supervisor must assume to effectively accomplish his task. These roles are, of course, reflected in a repertoire of practices somewhat unique to each college supervisor. These roles will be indicated and a representative listing of practices will be given for each.

1. Leadership role.--The college supervisor is charged with the responsibility to improve instruction of the student teacher and indirectly the cooperating teacher. Activities focus on the concept of democratic group leadership in helping student teachers to attain their goals in teaching. Practices supporting this role would include introducing and making available new materials and methodology to the student teacher.

2. Interpretative role.--The college supervisor interprets the program, objectives, goals, and philosophy of the public school to the university and that of the university to the schools. This dialogue is therefore a two-way

communication between the university and the public school, bridging the gap between theory, at the college level, and teaching and learning, in the public schools. The college supervisor coordinates visits to campus by public school personnel for seminars and conferences in which sharing of problems and solutions is a key function. The university supervisor must also skillfully interpret the realities of the classroom to the student teacher.

3. Cooperative role.--The university supervisor coordinates good interpersonal relationships among all members of the student-teaching program. He must consistently attempt to meet the material and psychological needs of student-teaching team members in the university and the public school in the accomplishment of their goals.

4. Observational role.--The university supervisor is an insightful observer of teaching. He should be inconspicuous in the classroom and must consistently discern points of the teaching procedure worthy of discussion in a conference (35). Observation is not limited to the student teacher only. He must also observe the students, classroom, school resources, facilities, staff, and, in fact, the total educational environment.

5. Counseling role.--A significant influence in the experiences of the student teacher is the helping relationship

with the university supervisor, who offers advice, alternative methodology, procedure, and materials. The university supervisor must be sensitive to the degree that the student teacher can profit from constructive criticism based upon sound principles of counseling.

6. Analysis role.--The university supervisor must constantly assess the growth and determine the direction of the teaching efforts of the student teacher. This involves analyzing student teacher performance on the basis of the resources available and what strategies work best for the unique teaching personality of the student teacher. The university supervisor must also be aware of the quality of feedback to the student teacher by himself and the cooperating teacher.

7. Evaluative role.--This role is a continuous one that involves a cooperative venture between all members of the student-teaching team. Self-evaluation is an important part of this process. The university supervisor coordinates the scheduling of conferences and provides the vehicles with which quality evaluation can occur (57).

8. Clinical role.--As an intermediary between the public schools and the university, the university supervisor performs a clinical role. He teaches method classes and sometimes gives demonstrations and teaches classes in the

public schools. With a knowledge of learning theory, an understanding of the problems of teaching in the public school, and a sympathetic attitude toward pupils in the classroom, the university supervisor is in an ideal position to synthesize this knowledge and understanding into teaching strategies and methods.

9. Humanistic role.--As a scholar of human behavior the university supervisor is sensitive to the frustrations encountered by the student teacher, cooperating teacher, student, and administrator. He knows when to utilize forceful action or to provide sympathetic understanding in improving the emotional environment of the classroom. This role also involves the recognition of the subtle relationships that develop between the maturity of the cooperating teacher and the emerging maturity of the student teacher. These relationships can enhance the process of teaching-learning or be destructive of the whole process.

The practices of the effective university supervisor vary as to the success that each derives from their use. The university supervisor must be available, have an open mind, possess effective communication skills, and have a repertoire of strategies to meet the complexity and degree of the problems and conditions that arise (29).



### Future Role of the College Supervisor

In an effort to improve teacher education, teacher education institutions have entered into collaborative endeavors with the public schools. The need for change has also been stimulated by trends such as the open classroom and accountability, with its performance- and competency-based education programs. The volume of students and the complexity of the university supervisor's responsibility on the student-teaching team also demand a change in the roles that would create conditions to improve teacher education.

Ishler and Cohen (25) feel that a great deal of supervisory responsibility for teacher education should be placed on the classroom teacher who works cooperatively with the teacher-education institutions. Margaret and Richard Ishler (26) suggest that competencies for an effective open classroom will necessitate establishment of teacher-education programs which are primarily field-based. This arrangement moves teacher education off the campus into the school so that the pre-service teacher can learn firsthand how to function in the open classroom setting. Denmark states that "A promising direction of change would be toward giving greater responsibility for student teacher supervision to classroom teachers" (17, p. 10). Altman (1) conceives of a classroom teacher being appointed clinical professor for a school building. This is the "clinical professor" conceptualized by James Conant (14, p. 145) to be the link between

the professor who lacks recency in teaching in the public schools and the classroom teacher who may be out of touch with newer concepts of curriculum materials and instruction. Draves (19, p. 167) suggests a position of "resident supervisor" that assumes many of the roles of the college supervisor. Price (40, p. 353) discusses a "clinical consultant" who would teach a half load in the public school and coordinate the student-teaching programs of ten or twelve student teachers. Cumming (15) and Underwood (58) outline another approach in which the classroom teacher acts as the supervising agent for the university. New titles such as clinical associate (12), master teacher, senior teacher (36), instructional specialist (2), and teacher consultant (60) have been coined to describe the new role of the "old" cooperating teacher. Briggs (9) would have the principal assume some of the university supervisor's role.

The university supervisor's title would also change, as well as his role on the teacher-education team. Underwood (58) would call him a coordinator who collaborates with the cooperating teacher in presenting methods courses to student teachers. Cumming (15) would have university supervisors supporting classroom teachers by planning teaching education seminars for them. Patty (36) would retitile the supervisor a resource consultant supervisor and would be directly involved with cooperating teachers rather than student teachers. Altman (1) describes the college supervisor as a "university

consultant" who has responsibility for coordinating and providing an in-service program for cooperating teachers through a clinical professor. Price (40) points out that instead of spending many hours traveling from school to school, often to visit only one student teacher, the university supervisor may now center his effort on specific schools to which several student teachers are assigned. In addition to working with student teachers, he can also provide special help and in-service activities for the building consultants and cooperating teachers in his district. He can also function as a consultant on curriculum or instructional problems as requested by the schools cooperating with the teacher education program of the university. Bebb and Monson (4) report that college supervisors can make better utilization of their professional time and training by conducting in-service training sessions for cooperating teachers rather than supervising student teachers. They give the following points as support for the change in the university supervisor's role.

1. The university supervisor would be freed of the present plan of supervising student teachers and become a teacher of cooperating teachers.
2. The university supervisor could effect change in the public school easily in this new role.
3. He would lose his "snoopervisor" image.
4. The cooperating teachers would be elevated to their rightful position.
5. The student would not be in conflict over the authority of the university supervisor and cooperating teacher.
6. School systems would become involved in the training of their own teachers (4, p. 10).

The development of the Teacher Center concept lends itself to a change in the role of the university supervisor (36, 41). B. O. Smith in Teachers for the Real World suggests that a "neutral territory" (48, p. 95) such as a teacher center would probably be necessary for effectively bringing together the colleges, schools, and communities. Howey (23) states that what is needed is a more accurate analysis of existing teacher's roles and the subsequent design and blending together of new roles both from within and outside of the profession. Although many would argue that this responsibility should be a function of the university and of pre-professional training programs, it is recommended as a desirable teacher center activity.

Emmitt Smith sums up the teacher center movement by saying, "States are beginning to tear down the wall between preservice and inservice teacher education and to treat them as a continuum" (52, p. 25). A small minority of authors, such as Knop (31), Malikail (33), Johnson (28), Cicirelli (11), Dordal (58), and Hagen (20), espouse the "status quo" or at least ask for only minor changes in the university supervisor's role.

In the redefining of the function of the university supervisor, it is predicted that he will utilize and encourage new techniques of evaluation and analysis. Stewing (54) recommends that those directing student-teaching programs continue to explore other means to replace observations by the university

supervisor. The Association for Student Teaching recommends using university supervisors to prepare cooperating teachers to utilize behavioral analysis approaches such as Medley's OSCAR (observer schedule and record), Flander's interaction analysis, Wainon's classification system, Belleck's pedagogical moves, and cognitive categories and clinical supervision by groups (56).

Joyce and Weil (30) recommend models for effective teaching as an innovative approach that university supervisors should adopt, while Broudy suggests that "didactics, heuristics and philetics" could become the points of departure for generating different roles for student teachers (10, p. 60).

The viewing of video tapes in lieu of direct observation by college supervisors was studied by Jarvis (27). He reported that student teachers displayed favorable attitudes toward video taping, if they knew in advance of the taping, got a chance to view the recording, and received comments (feedback) from the cooperating teacher and university supervisor. Wright (59) reports using video tapes of student teachers by the university placement bureau to show prospective employers examples of the student teachers' classroom skills.

Specific training programs for university supervisors may develop, as found in the "Integrated Professional Year" program at Indiana State reported by Shimer (45).

The literature, in summary, calls for radical changes in the function of the university supervisor of student teachers. This future role is best summed up by E. Brooks Smith in Guidelines to Clinical Experiences in Teacher Education when he comments that

The clinical professor, although a college faculty member accomplishes much of his work with practicum students in school settings rather than on a college campus. He brings the results of research on teaching and curriculum study to the schools and therefore is a force for innovation and research in the schools as part of a supervisory team made up of sponsoring (cooperating) teachers, principal, and subject matter supervisors (50, p. 22).

A review of the literature revealed the following significant points:

1. The college supervisor position developed out of the expansion of student-teaching experiences from college laboratory schools to the public schools.
2. The status of the college supervisor of secondary student teaching is below that of faculty on regular appointment.
3. University supervisors who are subject-matter specialists are slightly favored over university supervisors who are generalists.
4. The role of the university supervisor is in a process of change, reflecting trends in teacher education.
5. The practices employed by the university supervisor must change to complement his new role.

6. A clearly defined role for the university supervisor is necessary for effective functioning of the student-teaching team.

7. New technology and learning theory developments suggest new strategies and methodology in the supervision of student teaching.

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## CHAPTER III

### PROCEDURES FOR COLLECTING AND TREATING DATA

This chapter contains a portrayal of the subjects, the procedures used for obtaining the data, a description of the data gathering instrument, and the procedures for statistical treatment of the data.

#### Subjects

The subjects for this study were the state presidents of the Association of Teacher Educators and the college supervisors of secondary student teachers in Kentucky. A panel of twelve randomly selected state presidents of the Association of Teacher Educators was used to establish validity of the items in the questionnaire. The remaining state presidents of the Association of Teacher Educators not utilized in the validity sample served as a panel of experts to establish a criterion with which to compare the responses of Kentucky college supervisors of secondary student teachers.

A reliability sample of thirty randomly selected Kentucky college supervisors of secondary student teachers was obtained from a population consisting of all secondary college supervisors in Kentucky. All Kentucky college supervisors of secondary student teaching were asked to complete the questionnaire.

### Procedures for Obtaining Data

Data were collected from two populations: all state presidents of the Association of Teacher Educators and all college supervisors of secondary student teachers in Kentucky.

A list of the state presidents of the Association of Teacher Educators was obtained from the executive secretary in the national office of that organization. A letter (see Appendix B) was sent to each director of student teaching at the twenty-one Kentucky colleges and universities that provide a teacher-education program. After the lists were obtained, the questionnaire and an accompanying letter (see Appendix D) was mailed to every subject not utilized in the validity panel. Subjects who did not respond within a three-week period were sent another questionnaire and an accompanying letter.

Returns were obtained from 18 of 27 state presidents of the Association of Teacher Educators, resulting in a 67 percent return. Returns were obtained from 114 of the 140 college supervisors of secondary student teachers in Kentucky, an 81 percent return.

### Data Gathering Instrument

A descriptive research instrument entitled "A Study of the Kentucky College Supervisors of Secondary Student Teachers" (see Appendix A) was designed to collect data pertaining to personal demographic data, professional

preparation, present position, and practices of the Kentucky college supervisor of secondary student teachers. The instrument was developed from a questionnaire previously utilized by Barnett (1). A different organization of items and additional items were developed to reflect current trends in teacher education.

The content validity of the items on the questionnaire involving practices of the college supervisor was established, utilizing a randomly selected sample of fourteen state presidents of the Association of Teacher Educators. Responses were obtained from twelve members of the panel, an 86 percent return after a second mailing. Items were considered valid if they received majority support of the panel. All items proved to be valid and none was added by the panel. Refer to Appendix D for the letter that accompanied the validity questionnaire.

Reliability was established, utilizing the test-retest method (3). Thirty college supervisors of secondary student teachers in Kentucky were randomly selected from the population of all Kentucky college supervisors. Responses for the "test" phase were obtained from twenty-six respondents, a return of 87 percent after a second mailing. The "retest" phase of the reliability process resulted in twenty-one returns from twenty-six subjects, or 81 percent. Items that received a reliability coefficient of 0.60 or greater were retained in the instrument. All items proved to be reliable.



The final form of the questionnaire was constructed so that responses could be readily punched on data processing cards for treatment of data by a digital computer.

#### Statistical Treatment of Data

The statistical treatment of the data collected was divided into two portions: the status of the Kentucky college supervisor of secondary student teachers and the practices employed by them.

The data from the status section of the questionnaire were statistically treated as follows:

1. The number and percentage were calculated for each response category for every item in the personal data, professional preparation, and present position section for all Kentucky college supervisors.

2. The number and percentage were calculated for each response category for every item in the personal data, professional preparation, and present position section for Kentucky college supervisors employed at private teacher education institutions.

3. The number and percentage were calculated for each response category for every item in the personal data, professional preparation, and present position section for Kentucky college supervisors employed at state-supported teacher education institutions.

The data from the supervisory practices section of the questionnaire were statistically treated as follows:

1. The number and percentage of "Not My Function" responses were calculated for all supervisory practices.

2. Utilizing the  $t$ -test for two independent samples (2), a comparison of the emphasis on supervisory practices was made between state presidents of the Association of Teacher Educators and college supervisors of secondary student teachers.

3. Utilizing the  $t$ -test for two independent samples, a comparison of the emphasis on supervisory practices was made between general and special college supervisors of secondary student teaching.

4. Utilizing the  $t$ -test for two independent samples, a comparison was made between practices common to Kentucky college supervisors and Texas college supervisors. Data for the Texas supervisors were obtained in a study by Barnett (1).

The  $t$ -test for two independent samples was used to determine whether the criterion means for the two groups differed significantly. This statistical treatment assumes that the distribution of the measures in both samples is normal and that the variances of the two populations are equal. Moderate departures from these assumptions have proved to be of no practical consequences (2).

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## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

The data collected in this study were analyzed to determine the status and practices of the Kentucky college supervisor of secondary student teachers. These practices were compared to those recommended by national authorities in the field of the supervision of student teachers and to the emphasis given those practices by college supervisors, as reported in a previous study. The findings of these analyses and the discussion of these findings are presented in this chapter. This chapter is organized according to the sections of the questionnaire, as follows:

1. Analysis of the data collected involving the status of the college supervisor of secondary student teachers in Kentucky. Numbers and percentages are presented reflecting respondents from private or state colleges.
2. Analysis of the data collected involving the practices utilized by the college supervisor of secondary student teachers in Kentucky.
3. A comparison of the data obtained in the Texas study with that obtained in the present study.

The Status of the College Supervisor  
in Kentucky

Personal Data

The personal data section of the questionnaire contained six questions. Data reflecting the percentage of male and female supervisors are presented in Table I.

TABLE I  
DISTRIBUTION OF SUPERVISORS BY SEX AND KIND OF INSTITUTION

| Sex    | Private Schools |                  | State Schools |                  | Total  |                  |
|--------|-----------------|------------------|---------------|------------------|--------|------------------|
|        | Number          | Percent of Total | Number        | Percent of Total | Number | Percent of Total |
| Male   | 20              | 18               | 56            | 49               | 76     | 67               |
| Female | 8               | 7                | 30            | 26               | 38     | 33               |
| Total  | 28              | 25               | 86            | 75               | 114    | 100              |

A study of the data in Table I indicates that 67 percent of the college supervisors in Kentucky were male. Of the 114 college supervisors reporting, 20 were males from private schools, while 56 were from state colleges and universities. Thirty-eight of the college supervisors in Kentucky were female. Of the 114 college supervisors, 8 were females from private institutions, while 30 were from state colleges and universities.

College supervisors were asked to indicate their age in one of five intervals. These data are presented in Table II.

TABLE II  
DISTRIBUTION OF SUPERVISORS BY AGE AND KIND OF INSTITUTION

| Age      | Private Schools |         | State Schools |         | Total  |         |
|----------|-----------------|---------|---------------|---------|--------|---------|
|          | Number          | Percent | Number        | Percent | Number | Percent |
| 20-29    | 1               | 4       | 4             | 5       | 5      | 4       |
| 30-39    | 11              | 39      | 33            | 38      | 44     | 39      |
| 40-49    | 8               | 29      | 27            | 31      | 35     | 31      |
| 50-59    | 5               | 18      | 19            | 23      | 24     | 21      |
| Above 59 | 3               | 10      | 3             | 3       | 6      | 5       |
| Total    | 28              | 100     | 86            | 100     | 114    | 100     |

Information in Table II reveals that 70 percent of the respondents were between the ages of thirty and forty-nine. Only 4 percent were less than thirty years old, while 5 percent were above fifty-nine years of age.

The years of college faculty service reported by respondents is presented in Table III.

TABLE III  
DISTRIBUTION OF SUPERVISORS BY YEARS OF COLLEGE FACULTY SERVICE

| Years    | Private Schools |         | State Schools |         | Total  |         |
|----------|-----------------|---------|---------------|---------|--------|---------|
|          | Number          | Percent | Number        | Percent | Number | Percent |
| 0- 5     | 6               | 21      | 28            | 33      | 34     | 30      |
| 6-10     | 15              | 54      | 29            | 34      | 44     | 39      |
| 11-15    | 6               | 21      | 18            | 21      | 24     | 21      |
| Above 15 | 1               | 4       | 10            | 12      | 11     | 10      |
| Total    | 28              | 100     | 85            | 100     | 113    | 100     |

Referring to Table III it is seen that 39 percent of college supervisors in Kentucky had between six and ten years faculty experience, while 30 percent had less than six years service. Thirty-four percent of supervisors from state schools had between six and ten years service, while supervisors from private schools with six to ten years faculty experience totaled 54 percent. An analysis revealed that 33 percent of college supervisors at state-supported schools had five or less years college faculty service compared to 21 percent of college supervisors at private colleges. Twelve percent of the college supervisors at state institutions had more than fifteen years experience on the college faculty compared to 4 percent of the college supervisors at private colleges. The analysis reveals that college supervisors at state schools, generally, had less faculty service experience than college supervisors at private schools. Further, the analysis suggests that college supervisors at state colleges tend to continue in supervisory positions longer than college supervisors from private schools.

The number of years of experience as college supervisors is presented in Table IV.

Information in Table IV reveals that 85 percent of college supervisors had ten years or less experience in supervision of student teachers. Only sixteen had more than ten years supervisory experience.

TABLE IV  
DISTRIBUTION OF SUPERVISORS BY YEARS OF SUPERVISORY  
EXPERIENCE

| Years    | Private Schools |         | State Schools |         | Total  |         |
|----------|-----------------|---------|---------------|---------|--------|---------|
|          | Number          | Percent | Number        | Percent | Number | Percent |
| 0- 5     | 11              | 41      | 39            | 46      | 50     | 44      |
| 6-10     | 13              | 48      | 33            | 39      | 46     | 41      |
| 11-15    | 2               | 7       | 9             | 10      | 11     | 10      |
| Above 15 | 1               | 4       | 4             | 5       | 5      | 5       |
| Total    | 27              | 100     | 85            | 100     | 112    | 100     |

Data regarding the present academic rank of college supervisors is presented in Table V.

TABLE V  
DISTRIBUTION OF SUPERVISORS BY ACADEMIC RANK

| Academic Rank       | Private Schools |         | State Schools |         | Total  |         |
|---------------------|-----------------|---------|---------------|---------|--------|---------|
|                     | Number          | Percent | Number        | Percent | Number | Percent |
| Professor           | 3               | 11      | 5             | 6       | 8      | 7       |
| Associate Professor | 12              | 43      | 26            | 30      | 38     | 33      |
| Assistant Professor | 11              | 39      | 46            | 54      | 57     | 50      |
| Instructor          | 2               | 7       | 7             | 8       | 9      | 8       |
| Graduate Assistant  | . . .           | . . .   | 1             | 1       | 1      | 1       |
| Other               | . . .           | . . .   | 1             | 1       | 1      | 1       |
| Total               | 28              | 100     | 86            | 100     | 114    | 100     |



A study of Table V reveals that 50 percent of college supervisors in Kentucky held the academic rank of assistant professor, while 33 percent were associate professors. An analysis indicates that 43 percent of college supervisors from private schools held associate professor rank, while 30 percent did so at state schools. Fifty-four percent of college supervisors at state schools held the rank of assistant professor, while only 39 percent held that rank at private schools. Faculty holding higher rank are utilized as supervisors more by private schools than by state schools.

The tenure status of respondents was requested, and these data are found in Table VI.

TABLE VI  
DISTRIBUTION OF SUPERVISORS BY TENURE STATUS

| Tenure Status | Private Schools |         | State Schools |         | Total  |         |
|---------------|-----------------|---------|---------------|---------|--------|---------|
|               | Number          | Percent | Number        | Percent | Number | Percent |
| Tenure        | 17              | 61      | 44            | 52      | 61     | 54      |
| No Tenure     | 11              | 39      | 41            | 48      | 52     | 46      |
| Total         | 28              | 100     | 85            | 100     | 113    | 100     |

As seen in Table VI, 54 percent of Kentucky college supervisors were on tenure, while 46 percent were not.

The data regarding the departments in which supervisors have teaching duties are recorded in Table VII.

TABLE VII  
DISTRIBUTION OF SUPERVISORS BY DEPARTMENTAL TEACHING DUTIES

| Department          | Private Schools |         | State Schools |         | Total  |         |
|---------------------|-----------------|---------|---------------|---------|--------|---------|
|                     | Number          | Percent | Number        | Percent | Number | Percent |
| Education           | 18              | 67      | 53            | 62      | 71     | 63      |
| Academic Discipline | 8               | 29      | 12            | 14      | 20     | 18      |
| Both                | 1               | 4       | 21            | 24      | 22     | 19      |
| Total               | 27              | 100     | 86            | 100     | 113    | 100     |

Information in Table VII reveals that 63 percent of college supervisors in Kentucky had teaching duties totally in education departments, while 18 percent had teaching duties only in a subject-matter department. Twenty-two of the respondents had teaching duties in both education and subject-matter departments. The data in Table XIV indicate that although half of Kentucky college supervisors were subject-matter specialists, Table VII shows that 18 percent taught subject-matter courses only. Supervisors in private schools were rarely assigned teaching duties in both education and a subject-matter department. Supervision of student teachers is primarily the responsibility of the Department of Education.

#### Professional Preparation

College supervisors in Kentucky were asked to respond to six questions relating to their professional preparation.

Table VIII presents data pertaining to the highest academic degree earned by respondents.

TABLE VIII  
DISTRIBUTION OF SUPERVISORS BY DEGREES EARNED

| Academic Degree | Private Schools |         | State Schools |         | Total  |         |
|-----------------|-----------------|---------|---------------|---------|--------|---------|
|                 | Number          | Percent | Number        | Percent | Number | Percent |
| Bachelor's      | 0               | 0       | 0             | 0       | 0      | 0       |
| Master's        | 17              | 61      | 36            | 42      | 53     | 47      |
| Specialist      | 1               | 4       | 5             | 6       | 6      | 5       |
| Doctorate       | 10              | 36      | 45            | 52      | 55     | 48      |
| Total           | 28              | 100     | 86            | 100     | 114    | 100     |

As noted in Table VIII, 48 percent of college supervisors in Kentucky had earned the doctorate, while 47 percent held a master's degree. No supervisor reported having only an undergraduate degree. An analysis reveals that 52 percent of college supervisors at state schools held the earned doctorate, while only 36 percent at private schools held the earned doctorate.

Information reflecting the college supervisors' major in their highest earned degree is recorded in Table IX.

It is seen that 75 percent of Kentucky college supervisors had a major in education in their highest earned degree, while 25 percent majored in a subject other than education.

TABLE IX  
DISTRIBUTION OF SUPERVISORS BY ACADEMIC MAJORS

| Major     | Private Schools |         | State Schools |         | Total  |         |
|-----------|-----------------|---------|---------------|---------|--------|---------|
|           | Number          | Percent | Number        | Percent | Number | Percent |
| Education | 21              | 75      | 65            | 76      | 86     | 75      |
| Other     | 7               | 25      | 21            | 24      | 28     | 25      |
| Total     | 28              | 100     | 86            | 100     | 114    | 100     |

The number and percentages of years of full-time teaching experience are provided in Table X.

TABLE X  
DISTRIBUTION OF SUPERVISORS BY YEARS OF FULL-TIME  
TEACHING EXPERIENCE

| Years    | Private Schools |         | State Schools |         | Total  |         |
|----------|-----------------|---------|---------------|---------|--------|---------|
|          | Number          | Percent | Number        | Percent | Number | Percent |
| 1- 5     | 1               | 4       | 9             | 11      | 10     | 9       |
| 6-10     | 6               | 21      | 17            | 20      | 23     | 20      |
| 11-15    | 4               | 14      | 21            | 24      | 25     | 22      |
| 16-20    | 9               | 32      | 15            | 17      | 24     | 21      |
| Above 20 | 8               | 29      | 24            | 28      | 32     | 28      |
| Total    | 28              | 100     | 86            | 100     | 114    | 100     |

As seen in Table X, 28 percent of college supervisors had more than twenty years of teaching experience. Seventy-one percent of college supervisors in Kentucky had more than ten years of full-time teaching experience. Faculty

supervisors at private schools tended to have more teaching experience than did supervisors at state schools.

In order to determine the types of prior work experiences of college supervisors, they were asked to give the highest position held. Table XI contains the data collected pertaining to the highest position held by college supervisors while employed in public or parochial schools.

TABLE XI  
DISTRIBUTION OF SUPERVISORS BY POSITIONS HELD WHILE  
EMPLOYED IN PUBLIC OR PAROCHIAL SCHOOLS

| Position                 | Private Schools |         | State Schools |         | Total  |         |
|--------------------------|-----------------|---------|---------------|---------|--------|---------|
|                          | Number          | Percent | Number        | Percent | Number | Percent |
| Superintendent           | 1               | 4       | 3             | 3       | 4      | 4       |
| Assistant Superintendent | 2               | 7       | . . .         | . . .   | 2      | 2       |
| Principal                | 6               | 21      | 11            | 13      | 17     | 15      |
| Assistant Principal      | 2               | 7       | 5             | 6       | 7      | 6       |
| Supervisor               | 2               | 7       | 24            | 28      | 26     | 23      |
| Chairman                 | 4               | 14      | 8             | 9       | 12     | 10      |
| Teacher                  | 8               | 29      | 29            | 34      | 37     | 32      |
| Other                    | 3               | 11      | 6             | 7       | 9      | 8       |
| Total                    | 28              | 100     | 86            | 100     | 114    | 100     |

The data in Table XI reveal that 27 percent of the respondents had held administrative positions varying from superintendent to assistant principal. Thirty-seven college

supervisors reported their highest position held was as classroom teacher. Twenty-eight percent of supervisors at state schools had held a highest position of supervisor, while 7 percent of supervisors at private schools reported having served as a supervisor in their highest position. There were no observable differences in the percentage who had held various administrative positions.

Supervision courses taken by college supervisors was also requested in the professional preparation section of the questionnaire. Table XII presents data reflecting courses in general supervision, supervision of student teaching, both, or none taken by Kentucky college supervisors.

TABLE XII

DISTRIBUTION OF SUPERVISORS BY COLLEGE COURSES TAKEN IN  
GENERAL SUPERVISION AND IN SUPERVISION OF STUDENT  
TEACHERS

| Course                                     | Private Schools |         | State Schools |         | Total  |         |
|--|-----------------|---------|---------------|---------|--------|---------|
|  | Number          | Percent | Number        | Percent | Number | Percent |
| General Super-<br>vision                   | 12              | 43      | 30            | 35      | 42     | 37      |
| Super-<br>vision<br>of Student<br>Teachers | 4               | 14      | 10            | 12      | 14     | 12      |
| Both                                       | 11              | 39      | 32            | 37      | 43     | 38      |
| None                                       | 1               | 4       | 14            | 16      | 15     | 13      |
| Total                                      | 28              | 100     | 86            | 100     | 114    | 100     |

Information found in Table XII indicates that 38 percent had taken both supervision courses, 37 percent had taken a general supervision course only and 12 percent had taken the supervision of student teaching course only. Fifteen reported having neither of the supervision courses. Sixteen percent of college supervisors at state schools reported not having taken a supervision course, while only 4 percent of college supervisors from private schools had taken no supervision course.

Experience as classroom supervisor of student teachers is recorded in Table XIII.

TABLE XIII  
DISTRIBUTION OF SUPERVISORS BY EXPERIENCE AS A CLASSROOM SUPERVISOR OF STUDENT TEACHING

| Supervisor | Private Schools |         | State Schools |         | Total  |         |
|------------|-----------------|---------|---------------|---------|--------|---------|
|            | Number          | Percent | Number        | Percent | Number | Percent |
| Yes        | 16              | 57      | 48            | 56      | 64     | 56      |
| No         | 12              | 43      | 38            | 44      | 50     | 44      |
| Total      | 28              | 100     | 86            | 100     | 114    | 100     |

From Table XIII it is seen that 56 percent reported having experience as a cooperating teacher, while 44 percent had no experience as a cooperating teacher. The results were essentially the same for private and state schools.

Present Position

College supervisors in Kentucky were asked to respond to fourteen questions pertaining to their present position. Data reflecting general or subject-matter supervision responsibility are recorded in Table XIV.

TABLE XIV  
DISTRIBUTION OF SUPERVISORS BY SUPERVISION RESPONSIBILITY

| Supervisory Role | Private Schools |         | State Schools |         | Total  |         |
|------------------|-----------------|---------|---------------|---------|--------|---------|
|                  | Number          | Percent | Number        | Percent | Number | Percent |
| Specialist       | 12              | 43      | 45            | 52      | 57     | 50      |
| Generalist       | 16              | 57      | 41            | 48      | 57     | 50      |
| Total            | 28              | 100     | 86            | 100     | 114    | 100     |

Referring to the table it is revealed that the roles of generalist and specialist were equally divided among Kentucky college supervisors. Fifty-two percent of supervisors at state colleges had specialist supervision duties, while 43 percent of supervisors at private schools had such responsibility.

Information concerning the percentage of college teaching load devoted to supervision of student teachers is presented in Table XV.

A study of the data in Table XV shows that 37 percent of Kentucky college supervisors devoted 31 to 60 percent of their effort to the supervision of student teaching. Only



TABLE XV

## DISTRIBUTION OF SUPERVISORS BY TEACHING LOAD DEVOTED TO SUPERVISION OF STUDENT TEACHERS

| Percent of Load | Private Schools |         | State Schools |         | Total  |         |
|-----------------|-----------------|---------|---------------|---------|--------|---------|
|                 | Number          | Percent | Number        | Percent | Number | Percent |
| 0- 10           | 8               | 29      | 7             | 8       | 15     | 13      |
| 11- 30          | 9               | 32      | 20            | 24      | 29     | 26      |
| 31- 60          | 6               | 21      | 36            | 42      | 42     | 37      |
| 61- 80          | 4               | 14      | 15            | 18      | 19     | 17      |
| 81-100          | 1               | 4       | 7             | 8       | 8      | 7       |
| Total           | 28              | 100     | 85            | 100     | 113    | 100     |

7 percent of all subjects devoted 81 to 100 percent of their time to student teaching. In private schools 18 percent of the supervisors devoted more than 60 percent of their load to student teaching, while 29 percent devoted less than 11 percent of their load to student teaching. Only 8 percent of supervisors in state schools devoted less than 11 percent of their load to supervising student teaching, while 26 percent devoted more than 60 percent of their load to student-teaching supervision.

Table XVI contains information pertaining to supervision of part-time (half day) or full-time (all day) student teachers.

An examination of the data reveals that 61 percent supervised full-day student teachers, while only 13 percent supervised half-day student teachers. Thirty-two percent of

TABLE XVI

## DISTRIBUTION OF SUPERVISORS BY SUPERVISION OF FULL-DAY OR HALF-DAY STUDENT TEACHERS

| Student Teachers | Private Schools |         | State Schools |         | Total  |         |
|------------------|-----------------|---------|---------------|---------|--------|---------|
|                  | Number          | Percent | Number        | Percent | Number | Percent |
| Full Day         | 14              | 50      | 56            | 65      | 70     | 61      |
| Half Day         | 9               | 32      | 6             | 7       | 15     | 13      |
| Both             | 5               | 18      | 24            | 28      | 29     | 25      |
| Total            | 28              | 100     | 86            | 100     | 114    | 100     |

supervisors from private schools supervised all half-day student teachers, while only 7 percent of college supervisors from state schools supervised all half-day student teachers.

College supervisors were asked if they were jointly employed by a school district and college to supervise student teachers. The data obtained indicated that no college supervisors of secondary student teachers were jointly employed by the college and a school district.

College supervisors were also requested to report whether they were assigned to campus or off-campus teacher education or student-teaching center. These data are presented in Table XVII.

Referring to Table XVII it is seen that 89 percent of Kentucky college supervisors were campus based, while 11 percent were assigned to an off-campus teacher-education center.

TABLE XVII

DISTRIBUTION OF SUPERVISORS ASSIGNED TO OFF-CAMPUS  
STUDENT-TEACHING CENTERS

| Off-Campus<br>Assignment | Private Schools |         | State Schools |         | Total  |         |
|--------------------------|-----------------|---------|---------------|---------|--------|---------|
|                          | Number          | Percent | Number        | Percent | Number | Percent |
| Yes                      | 2               | 7       | 10            | 12      | 12     | 11      |
| No                       | 26              | 93      | 76            | 88      | 102    | 89      |
| Total                    | 28              | 100     | 86            | 100     | 114    | 100     |

Information concerning the number of schools supervisors visit in supervising student teachers during a typical semester is recorded in Table XVIII.

TABLE XVIII

DISTRIBUTION OF SUPERVISORS BY NUMBER OF SCHOOLS VISITED  
WHILE SUPERVISING STUDENT TEACHERS

| Number of<br>Schools | Private Schools |         | State Schools |         | Total  |         |
|----------------------|-----------------|---------|---------------|---------|--------|---------|
|                      | Number          | Percent | Number        | Percent | Number | Percent |
| 1- 3                 | 9               | 33      | 6             | 7       | 15     | 13      |
| 4- 6                 | 8               | 30      | 32            | 37      | 40     | 35      |
| 7- 9                 | 6               | 22      | 20            | 23      | 26     | 23      |
| 10-15                | 3               | 11      | 22            | 26      | 25     | 22      |
| Above 15             | 1               | 4       | 6             | 7       | 7      | 7       |
| Total                | 27              | 100     | 86            | 100     | 113    | 100     |

The data in Table XVIII reveal that 71 percent supervised student teachers in less than ten schools during a

typical semester. Twenty-two percent of Kentucky college supervisors visited between ten and fifteen schools each semester supervising student teachers, while only 7 percent supervised in more than fifteen schools. Thirty-three percent of supervisors from private schools supervised in less than four schools during a typical semester, compared to 7 percent of college supervisors from state schools.

The grade levels supervised by Kentucky college supervisors of secondary student teachers are presented in Table XIX.

TABLE XIX  
DISTRIBUTION OF SUPERVISORS BY GRADE LEVELS SUPERVISED

| Grade Levels           | Private Schools |         | State Schools |         | Total  |         |
|------------------------|-----------------|---------|---------------|---------|--------|---------|
|                        | Number          | Percent | Number        | Percent | Number | Percent |
| Elementary             | . . .           | . . .   | 2             | 2       | 2      | 2       |
| Junior-Senior High     | 11              | 39      | 36            | 42      | 47     | 41      |
| Junior High            | 1               | 4       | 2             | 2       | 3      | 3       |
| Senior High            | 4               | 14      | 11            | 13      | 15     | 13      |
| Elementary-Junior High | 1               | 4       | 1             | 1       | 2      | 2       |
| Elementary-Senior High | 11              | 39      | 34            | 40      | 45     | 39      |
| Total                  | 28              | 100     | 86            | 100     | 114    | 100     |

An analysis of the data in Table XIX shows that 41 percent of college supervisors in Kentucky supervised student

teachers at the junior and senior high level, while 39 percent of all Kentucky college supervisors of secondary student teachers supervised from the elementary through senior high level. The distribution was similar for supervisors from private and state schools.

The respondents were asked to report on whether they taught a methods course to the student teacher that they supervise. Data reflecting this information are presented in Table XX.

TABLE XX

DISTRIBUTION OF SUPERVISORS BY TEACHING A METHODS CLASS  
TO STUDENT TEACHERS SUPERVISED

| Teach<br>Methods<br>Class | Private Schools |         | State Schools |         | Total  |         |
|---------------------------|-----------------|---------|---------------|---------|--------|---------|
|                           | Number          | Percent | Number        | Percent | Number | Percent |
| Yes                       | 18              | 64      | 57            | 66      | 75     | 66      |
| No                        | 10              | 36      | 29            | 34      | 39     | 34      |
| Total                     | 28              | 100     | 86            | 100     | 114    | 100     |

From Table XX it is seen that 66 percent of college supervisors taught a methods course to the student teachers they supervised, while 34 percent did not.

Information regarding the number of student teachers supervised by Kentucky college supervisors in the fall of 1973 is presented in Table XXI.

TABLE XXI

DISTRIBUTION OF SUPERVISORS BY THE NUMBER OF STUDENT  
TEACHERS SUPERVISED IN FALL OF 1973

| Number   | Private Schools |         | State Schools |         | Total  |         |
|----------|-----------------|---------|---------------|---------|--------|---------|
|          | Number          | Percent | Number        | Percent | Number | Percent |
| None     | 10              | 36      | 4             | 5       | 14     | 13      |
| 1- 5     | 3               | 11      | 12            | 14      | 15     | 13      |
| 6-10     | 5               | 18      | 22            | 26      | 27     | 24      |
| 11-15    | 6               | 21      | 21            | 25      | 27     | 24      |
| 16-20    | 2               | 7       | 13            | 15      | 15     | 13      |
| Above 20 | 2               | 7       | 13            | 15      | 15     | 13      |
| Total    | 28              | 100     | 85            | 100     | 113    | 100     |

An analysis of Table XXI reveals that 61 percent of the supervisors were assigned to supervise between one and fifteen student teachers in the fall of 1973. Twenty-six percent of the respondents reported a student-teaching load of sixteen or more. Fifteen percent of college supervisors at state schools had student-teaching loads of more than twenty, while only 7 percent of supervisors from private schools had such loads. Thirty-six percent of the supervisors at private schools reported no student teachers in the fall of 1973. It would appear that supervisors at private schools have student teachers infrequently due to less enrollment or that the student-teaching program is organized so that student teaching is done primarily in the spring semester.

In addition, Kentucky college supervisors were asked to report student-teaching loads for the spring semester of 1973. The data obtained are presented in Table XXII.

TABLE XXII

DISTRIBUTION OF SUPERVISORS BY THE NUMBER OF STUDENT  
TEACHERS SUPERVISED IN SPRING OF 1973

| Number   | Private Schools |         | State Schools |         | Total  |         |
|----------|-----------------|---------|---------------|---------|--------|---------|
|          | Number          | Percent | Number        | Percent | Number | Percent |
| None     | 7               | 25      | 9             | 10      | 16     | 14      |
| 1- 5     | 7               | 25      | 6             | 7       | 13     | 11      |
| 6-10     | 3               | 11      | 16            | 19      | 19     | 17      |
| 11-15    | 4               | 14      | 15            | 18      | 19     | 17      |
| 16-20    | 4               | 14      | 15            | 18      | 19     | 17      |
| Above 20 | 3               | 11      | 24            | 28      | 27     | 24      |
| Total    | 28              | 100     | 85            | 100     | 113    | 100     |

It is seen that 45 percent of college supervisors had student-teaching loads of between one and fifteen student teachers. Forty-six reported student-teaching loads of more than sixteen. Twenty-eight percent of college supervisors at state schools reported a teaching load of more than twenty student teachers for the spring of 1973, while only 11 percent of supervisors at private schools had such student-teaching loads. Comparing the student-teaching loads of supervisors in the fall and spring of 1973 reveals that loads were heavier in the spring.

College supervisors of secondary student teachers were asked to give the number of student teachers that constituted a full supervisory load. Data regarding a full supervision load of students are presented in Table XXIII.

TABLE XXIII

DISTRIBUTION OF SUPERVISORS BY NUMBER OF STUDENT TEACHERS  
PER SEMESTER DETERMINING A FULL LOAD

| Number   | Private Schools |         | State Schools |         | Total  |         |
|----------|-----------------|---------|---------------|---------|--------|---------|
|          | Number          | Percent | Number        | Percent | Number | Percent |
| 1- 5     | 0               | 0       | 0             | 0       | 0      | 0       |
| 6-10     | 1               | 4       | 2             | 2       | 3      | 3       |
| 11-15    | 2               | 7       | 1             | 1       | 3      | 3       |
| 16-20    | 8               | 31      | 25            | 30      | 33     | 30      |
| Above 20 | 15              | 58      | 57            | 67      | 72     | 64      |
| Total    | 26              | 100     | 85            | 100     | 111    | 100     |

Information in Table XXIII shows that 64 percent reported 21 or more student teachers for a semester as a full load, while 30 percent reported sixteen to twenty student teachers as a full load. The subjects who did not respond to this question are assumed to be employed at teacher-preparation institutions with limited enrollment and would have no need to establish a full supervisory load policy.

The clustering pattern of student-teaching assignments for college supervisors is presented in Table XXIV.



TABLE XXIV  
DISTRIBUTION OF SUPERVISORS BY PATTERN OF CLUSTERING  
STUDENT TEACHERS

| Clustering<br>Pattern | Private Schools |         | State Schools |         | Total  |         |
|-----------------------|-----------------|---------|---------------|---------|--------|---------|
|                       | Number          | Percent | Number        | Percent | Number | Percent |
| No                    | 14              | 50      | 64            | 74      | 78     | 68      |
| Single<br>School      | 4               | 14      | 2             | 2       | 6      | 5       |
| School<br>District    | 1               | 4       | 3             | 4       | 4      | 4       |
| County                | 5               | 18      | 7             | 8       | 12     | 11      |
| Metro Area            | 4               | 14      | 10            | 12      | 14     | 12      |
| Total                 | 28              | 100     | 86            | 100     | 114    | 100     |

An analysis of data indicates that 68 percent of college supervisors did not supervise student teachers clustered together geographically. Thirty-six of the respondents supervised student teachers assigned to a specific geographic area. Fourteen, or 50 percent, of the supervisors at private schools supervised student teachers that were clustered geographically, while only 26 percent of supervisors at state schools reported supervision of clustered student teachers. Private schools had fewer students and were therefore more concentrated.

Table XXV contains data concerning contractual agreements between colleges and school districts involving student teachers.

TABLE XXV  
DISTRIBUTION OF SUPERVISORS WITH CONTRACTUAL AGREEMENTS  
BETWEEN COLLEGES AND SCHOOL SYSTEMS

| Contractual Agreement | Private Schools |         | State Schools |         | Total  |         |
|-----------------------|-----------------|---------|---------------|---------|--------|---------|
|                       | Number          | Percent | Number        | Percent | Number | Percent |
| Yes                   | 10              | 36      | 38            | 44      | 48     | 42      |
| No                    | 10              | 36      | 12            | 14      | 22     | 19      |
| Unknown               | 8               | 28      | 36            | 42      | 44     | 39      |
| Total                 | 28              | 100     | 86            | 100     | 114    | 100     |

The information in Table XXV reveals that 42 percent of Kentucky college supervisors report that there was a contractual agreement between their college and the school system covering student teaching, while 19 percent of the respondents state there was no contractual agreement. Forty-four of the reporting supervisors were not aware of a contractual agreement. Forty-two percent of the supervisors employed at state schools did not know of a contractual agreement for student teaching between their college and school systems, while only 28 percent of the supervisors from private colleges were not aware of a contractual agreement.

#### Summary

The following summary of significant points represents an analysis of Tables I through XXV. Significant points pertaining to the status of all Kentucky college supervisors

is presented, followed by significant points related to supervisors from private or state colleges and universities. The analysis is as follows:

1. Sixty-seven percent of Kentucky college supervisors were male, with 70 percent between the ages of thirty and forty-nine.

2. Thirty percent of college supervisors reported having five or less years of college faculty service. Thirty-three percent of supervisors employed at state colleges and universities had five or less years of college faculty experience, while 12 percent had more than fifteen years experience.

3. Seventy-one percent of Kentucky college supervisors reported having a total of more than ten years teaching experience at different levels. Twenty-eight percent had more than twenty years full-time teaching experience.

4. Twenty-seven percent of Kentucky college supervisors have held administrative positions varying from school superintendent to assistant principal. Sixty-five percent reported supervisor, chairman, or teacher as the highest position held. Fifty-six percent have had experience as a cooperating teacher supervising student teachers.

5. Forty-four percent of college supervisors reported having five or less years of experience as a college supervisor, while 15 percent had more than ten years of supervisory experience. Eighty-seven percent of college supervisors had

taken a course in general supervision, supervision of student teachers, or both.

6. Eighty-three percent of Kentucky college supervisors reported holding an academic rank of assistant or associate professor, with 48 percent of supervisors having the earned doctorate as the highest degree. Seventy-five percent reported a major of education in their highest degree.

7. Sixty-three percent of the respondents reported having teaching duties solely in the education department, with 19 percent having teaching duties in subject matter and education department.

8. The distribution of college supervisors as to general or subject-matter supervision responsibility was equal. Eighteen percent taught subject-matter courses only.

9. Seventy-six percent of college supervisors devoted 60 percent or less of their time to supervision of student teaching. Seven percent devoted more than 80 percent of their load to supervision.

10. Eighty-nine percent of college supervisors were campus based, with 11 percent assigned to an off-campus teacher-education center. No supervisors reported being jointly employed by a school district and the college.

11. Seventy-one percent of Kentucky college supervisors visited in less than ten schools during a typical semester, with 57 percent supervising at the junior-senior high level

and 39 percent supervising at the elementary through senior high level.

12. Sixty-six percent of the respondents reported teaching a methods class to the student teachers they supervised.

13. Twenty-four percent of secondary supervisors reported supervising more than twenty student teachers in the spring semester, while 13 percent supervised more than twenty during the fall semester.

14. Sixty-four percent of the supervisors reported twenty-one or more student teachers as a full supervisory load.

15. Sixty-eight percent of the respondents reported no clustering of student teachers in a specific geographic area. Thirty-nine percent reported total or mixed loads of part-time student teachers.

16. Forty-two percent of college supervisors on the secondary level reported that their college had a contractual agreement with school districts involving student teaching. Thirty-nine percent were not aware of any contractual agreement.

17. Thirty-four percent of supervisors from state schools reported six to ten years of college faculty experience, while 54 percent of supervisors from private schools reported six to ten years experience.

18. Thirty-three percent of supervisors employed at state colleges and universities had five or less years of college faculty experience, while 12 percent reported more than fifteen years experience.

19. Twenty-one percent of supervisors employed at private colleges and universities had five or less years of college faculty experience, while 4 percent reported more than fifteen years experience.

20. Fifty-four percent of college supervisors at state schools held the rank of assistant professor, while 39 percent held that rank at private schools.

21. Fifty-two percent of college supervisors at state schools held the earned doctorate, while 36 percent held the earned doctorate at private schools.

22. Twenty-eight percent of supervisors at state colleges and universities have held a highest position of public school supervisor, while 7 percent of supervisors at private schools reported having served as a public school supervisor.

23. Thirty-two percent of supervisors from private schools supervised all part-time student teachers, while 7 percent of college supervisors from state colleges and universities supervised all part-time student teachers.

24. Thirty-three percent of supervisors from private schools supervised in three or less schools during a typical semester, compared to 7 percent of college supervisors from state schools.

25. Thirty-six percent of the supervisors at private schools supervised no student teachers in the fall of 1973.

26. Twenty-eight percent of supervisors from state schools reported a teaching load of more than twenty student teachers for the spring of 1973, while 11 percent of supervisors at private schools had such student-teaching loads.

27. Fifty percent of the college supervisors at private schools supervised student teachers that are clustered geographically, while 26 percent of supervisors at state schools reported supervision of clustered student teachers.

28. Forty-two percent of the supervisors employed at state schools and 29 percent of supervisors from private schools were not aware of a contractual agreement for student teachers between their college and school systems.

#### The Practices of the College Supervisor of Student Teachers in Kentucky

The purpose of this section of the chapter is to present the statistical results of the analysis of the data. The section is organized according to the formulated hypotheses. These hypotheses were restated in sequential order and the findings that pertain to each hypothesis are presented.

### Hypothesis I

The first research hypothesis was that supervisory practices recommended by a panel of national authorities in teacher education would be emphasized significantly more by the state presidents of the Association of Teacher Educators than by Kentucky college and university supervisors of secondary student teaching. Responses on the questionnaire ranged from one (never) to four (always), with five (not my function). Refer to Appendix A.

The null hypothesis that no significant differences exist between the emphasis on supervisory practices by the state presidents of the Association of Teacher Educators and by Kentucky college and university supervisors was tested. The number of respondents varied according to the number of "not my function" responses found in Table XXIX.

The results of the tests for significance of the difference between means, as reported in Table XXVI, revealed nine ratios significant at the accepted level of significance ( $p < .05$ ). Six of the ratios favored the national authorities, while four favored Kentucky college supervisors.

Therefore, since only ten of forty-nine ratios equaled or exceeded the tabled value at the .05 level of significance, the null hypothesis was retained.

Data pertaining to  $t$  values for Hypothesis I are presented in Table XXVI.



TABLE XXVI

SUMMARY OF  $t$  VALUE BETWEEN MEAN ITEM WEIGHTS FOR THE PRACTICES REPORTED BY SUPERVISORS IN KENTUCKY AND THOSE PRACTICES RECOMMENDED BY STATE PRESIDENTS OF THE ASSOCIATION OF TEACHER EDUCATORS

| Variable Number | Kentucky Supervisory Practices |                    | State Presidents' Practices |                    | $t$    |
|-----------------|--------------------------------|--------------------|-----------------------------|--------------------|--------|
|                 | 114 Respondents                |                    | 18 Respondents              |                    |        |
|                 | Mean                           | Standard Deviation | Mean                        | Standard Deviation |        |
| 1               | 3.82                           | .50                | 3.82                        | .53                | -.05   |
| 2               | 3.09                           | .77                | 2.88                        | .62                | 1.04   |
| 3               | 2.89                           | .64                | 2.75                        | .58                | .79    |
| 4               | 2.17                           | .87                | 2.56                        | .97                | -1.63  |
| 5               | 2.60                           | .91                | 2.35                        | .76                | 1.08   |
| 6               | 3.39                           | .86                | 3.22                        | .88                | .79    |
| 7               | 3.57                           | .72                | 3.33                        | .69                | 1.29   |
| 8               | 2.86                           | .89                | 3.11                        | .83                | -1.11  |
| 9               | 3.15                           | .69                | 3.00                        | .69                | .88    |
| 10              | 3.14                           | .83                | 2.83                        | .71                | 1.49   |
| 11              | 3.18                           | .74                | 3.06                        | .66                | .63    |
| 12              | 2.85                           | .98                | 2.77                        | .90                | .36    |
| 13              | 2.74                           | .79                | 3.44                        | .70                | -3.59* |
| 14              | 3.43                           | .63                | 3.41                        | .51                | .14    |
| 15              | 3.43                           | .64                | 3.50                        | .51                | -.45   |
| 16              | 2.81                           | .84                | 2.67                        | .84                | .67    |
| 17              | 3.39                           | .66                | 3.22                        | .65                | 1.02   |
| 18              | 3.10                           | .75                | 2.94                        | .80                | .79    |
| 19              | 3.21                           | .59                | 3.33                        | .59                | -.82   |
| 20              | 2.80                           | .72                | 2.61                        | .50                | 1.05   |
| 21              | 3.70                           | .46                | 3.82                        | .39                | -1.04  |
| 22              | 3.66                           | .51                | 3.67                        | .48                | -.05   |
| 23              | 3.81                           | .42                | 3.83                        | .38                | -.26   |
| 24              | 3.41                           | .89                | 3.39                        | .70                | .11    |
| 25              | 3.00                           | .82                | 3.44                        | .78                | -2.15* |
| 26              | 3.72                           | .45                | 3.67                        | .49                | .46    |
| 27              | 2.18                           | .97                | 2.00                        | .84                | .74    |
| 28              | 2.67                           | 1.04               | 3.00                        | .59                | -1.31  |
| 29              | 3.54                           | .85                | 3.50                        | .71                | .18    |
| 30              | 2.91                           | 1.05               | 2.35                        | .99                | 2.04*  |
| 31              | 2.32                           | .96                | 2.79                        | 1.05               | 1.66*  |
| 32              | 3.64                           | .87                | 3.59                        | .80                | .24    |
| 33              | 2.87                           | 1.09               | 2.38                        | .72                | 1.73*  |
| 34              | 3.36                           | .80                | 2.93                        | 1.10               | 1.81*  |

TABLE XXVI--Continued

| Variable<br>Number | Kentucky Supervisory<br>Practices |                       | State Presidents'<br>Practices |                       | <u>t</u> |
|--------------------|-----------------------------------|-----------------------|--------------------------------|-----------------------|----------|
|                    | 114 Respondents                   |                       | 18 Respondents                 |                       |          |
|                    | Mean                              | Standard<br>Deviation | Mean                           | Standard<br>Deviation |          |
| 35                 | 3.05                              | .72                   | 3.00                           | .77                   | .26      |
| 36                 | 2.26                              | .88                   | 2.44                           | .78                   | -.84     |
| 37                 | 3.63                              | .88                   | 3.94                           | .24                   | -1.42    |
| 38                 | 3.85                              | .55                   | 4.00                           | .00                   | -1.12    |
| 39                 | 2.94                              | .94                   | 2.56                           | .96                   | 1.47     |
| 40                 | 2.98                              | .96                   | 2.67                           | .84                   | 1.30     |
| 41                 | 3.41                              | .77                   | 3.29                           | .77                   | .55      |
| 42                 | 3.05                              | .85                   | 3.13                           | .89                   | -.31     |
| 43                 | 2.22                              | .95                   | 2.39                           | .92                   | -.71     |
| 44                 | 2.79                              | .90                   | 2.83                           | .51                   | -.19     |
| 45                 | 2.40                              | .95                   | 2.44                           | .62                   | -.19     |
| 46                 | 3.62                              | .67                   | 3.89                           | .32                   | -1.65*   |
| 47                 | 2.78                              | 1.05                  | 3.33                           | .69                   | -2.15*   |
| 48                 | 3.30                              | .94                   | 3.67                           | .49                   | -1.59    |
| 49                 | 3.07                              | .96                   | 3.67                           | .49                   | -2.57*   |

\*Indicates significant difference.

The variable numbers in Table XXVI correspond to the numbers of the supervisory practices in Appendix A. Values recorded in the mean column reflect the average of responses on a four-response range. Responses ranged from "Always" (four) to "Never" (one). A mean response of four for a practice indicates that the practice is utilized always, while a mean value of one would indicate that the practice was never utilized.

College supervisor-student teacher relationships.--The analysis yielded differences significant at the .05 level in four of the thirty-one practices pertaining to the college

supervisor-student teacher relationship. Those practices which were significantly different are as follows:

13. Visit the student teacher at least once every two weeks.

25. Discuss final evaluation with the student teacher after the student-teaching experience.

30. Provide an opportunity for student teacher to evaluate their cooperating teacher.

31. Conduct follow-up studies after the student teacher has gone into the teaching profession.

These findings suggest that college supervisors in Kentucky colleges and universities are utilizing recommended practices except in a few instances. In the case of item 30, Kentucky college supervisors utilize this practice significantly more than state presidents of the Association believe it should be emphasized.

College supervisor-cooperating teacher relationships.--

The analysis yielded differences significant at the .05 level in two of the nine practices that relate to the relationship between the college supervisor and the cooperating teacher. Items 32 through 40 are related to this relationship. Those practices which were significantly different are as follows:

33. Interview prospective cooperating teachers.

34. Aid in selection of the cooperating teacher.

These findings seem to indicate that supervisors are utilizing practices recommended by national authorities. In the case of items 33 and 34, Kentucky college supervisors utilize those practices significantly more than state presidents of the Association of Teacher Educators believe they should be emphasized.

College supervisor-cooperating school relationships.--The analysis yielded no significant differences in the five practices that concerned the relationship between the college supervisor and the cooperating school. Items 41 through 45 pertain to this relationship.

These findings suggest that college supervisors of secondary student teachers in Kentucky are utilizing the practices recommended by state presidents of the Association of Teacher Educators.

College supervisors-principal relationships.--The analysis yielded differences significant at the .05 level in three of the four practices that pertain to the relationship between the college supervisor and the principal. Items 46 through 49 are concerned with this relationship. Those practices which were significantly different were as follows:

46. Inform cooperating school principal that you are visiting teachers in his building.

47. Invite the principal to observe and evaluate the student teacher.

49. Encourage the principal to enlist the cooperation of his faculty in aiding the student teacher.

These findings indicate that Kentucky college supervisors were not utilizing the practices recommended by state presidents of the Association for Teacher Educators.

The null hypothesis for research Hypothesis I was retained since only nine  $t$  ratios were found to be significant at the .05 level. Four of these statistically significant ratios pertained to the relationship between the college supervisor and the student teacher and two of the ratios were concerned with the relationship between the college supervisor and the cooperating teacher. No statistically significant ratios were found in the items related to the relationship between the college supervisor and the cooperating school. Three statistically significant ratios were found in the items pertaining to the relationship between the college supervisor and the cooperating school principal.

#### Hypothesis II

The second research hypothesis was that special supervisors will emphasize recommended supervisory practices significantly more than general supervisors of student teachers.

The null hypothesis that no significant differences exist between the emphasis of supervisory practices of special and general supervisors was tested.

The results of the tests for significance of the difference between means, as reported in Table XXVII, revealed eleven ratios significant at the required level ( $p < .05$ ).

Nine of the ratios favored the general supervisor, while two favored special supervisors.

Therefore, since only eleven ratios equaled or exceeded the tabled value at the .05 level of significance, the null hypothesis was retained. Data pertaining to Hypothesis II are presented in Table XXVII.

TABLE XXVII

SUMMARY OF  $t$  TESTS BETWEEN MEAN ITEM WEIGHTS FOR THE PRACTICES REPORTED BY GENERAL SUPERVISORS AND THE PRACTICES REPORTED BY SPECIAL SUPERVISORS

| Variable Number | Kentucky General Supervisors |                    | Kentucky Special Supervisors |                    | $t$    |
|-----------------|------------------------------|--------------------|------------------------------|--------------------|--------|
|                 | 57 Respondents               |                    | 57 Respondents               |                    |        |
|                 | Mean                         | Standard Deviation | Mean                         | Standard Deviation |        |
| 1               | 3.93                         | .27                | 3.71                         | .64                | -1.94* |
| 2               | 3.00                         | .70                | 3.15                         | .82                | .88    |
| 3               | 3.03                         | .47                | 2.78                         | .73                | -1.72* |
| 4               | 2.16                         | .99                | 2.17                         | .77                | .06    |
| 5               | 2.57                         | .91                | 2.64                         | .91                | .39    |
| 6               | 3.47                         | .83                | 3.32                         | .89                | -.98   |
| 7               | 3.55                         | .69                | 3.59                         | .76                | .32    |
| 8               | 2.84                         | .86                | 2.88                         | .93                | .19    |
| 9               | 3.16                         | .66                | 3.15                         | .73                | -.14   |
| 10              | 3.21                         | .77                | 3.07                         | .88                | -.90   |
| 11              | 3.25                         | .61                | 3.11                         | .84                | -1.02  |
| 12              | 3.02                         | .94                | 2.68                         | 1.00               | -1.84* |
| 13              | 2.84                         | .80                | 2.63                         | .77                | -1.43  |
| 14              | 3.46                         | .60                | 3.41                         | .65                | -.38   |
| 15              | 3.48                         | .61                | 3.38                         | .68                | -.89   |
| 16              | 3.02                         | .86                | 2.60                         | .77                | -2.66* |
| 17              | 3.47                         | .63                | 3.31                         | .69                | -1.32  |
| 18              | 3.07                         | .73                | 3.12                         | .78                | .37    |
| 19              | 3.28                         | .49                | 3.14                         | .67                | -1.28  |
| 20              | 2.82                         | .73                | 2.77                         | .71                | -.42   |
| 21              | 3.70                         | .46                | 3.70                         | .46                | .00    |

TABLE XXVII--Continued

| Variable<br>Number | Kentucky General<br>Supervisors |                       | Kentucky Special<br>Supervisors |                       | t      |
|--------------------|---------------------------------|-----------------------|---------------------------------|-----------------------|--------|
|                    | 57 Respondents                  |                       | 57 Respondents                  |                       |        |
|                    | Mean                            | Standard<br>Deviation | Mean                            | Standard<br>Deviation |        |
| 22                 | 3.77                            | .46                   | 3.55                            | .54                   | -2.39* |
| 23                 | 3.83                            | .43                   | 3.78                            | .42                   | -.60   |
| 24                 | 3.22                            | .95                   | 3.60                            | .81                   | 2.25*  |
| 25                 | 2.93                            | .87                   | 3.07                            | .77                   | .94    |
| 26                 | 3.77                            | .42                   | 3.67                            | .48                   | -1.25  |
| 27                 | 2.18                            | .94                   | 2.18                            | 1.02                  | .02    |
| 28                 | 2.80                            | .11                   | 2.55                            | .96                   | -1.27  |
| 29                 | 3.41                            | .97                   | 3.67                            | .68                   | 1.62   |
| 30                 | 2.78                            | 1.02                  | 3.04                            | 1.07                  | 1.27   |
| 31                 | 2.30                            | .91                   | 2.34                            | 1.01                  | .19    |
| 32                 | 3.59                            | .92                   | 3.70                            | .83                   | .59    |
| 33                 | 3.11                            | .84                   | 3.60                            | 1.10                  | 1.78   |
| 34                 | 3.11                            | .84                   | 3.60                            | .68                   | 3.19*  |
| 35                 | 2.98                            | .78                   | 3.12                            | .65                   | .97    |
| 36                 | 2.33                            | .94                   | 2.18                            | .81                   | -.82   |
| 37                 | 3.61                            | .88                   | 3.46                            | .89                   | .28    |
| 38                 | 3.94                            | .44                   | 3.77                            | .63                   | -1.52  |
| 39                 | 2.89                            | 1.01                  | 3.00                            | .87                   | .57    |
| 40                 | 2.98                            | .96                   | 2.98                            | .97                   | -.00   |
| 41                 | 3.36                            | .77                   | 3.45                            | .79                   | .55    |
| 42                 | 3.09                            | .90                   | 3.00                            | .79                   | -.45   |
| 43                 | 2.06                            | .99                   | 2.38                            | .89                   | 1.60   |
| 44                 | 2.82                            | .88                   | 2.76                            | .94                   | -.35   |
| 45                 | 2.49                            | .91                   | 2.31                            | .98                   | -.99   |
| 46                 | 3.79                            | .53                   | 3.46                            | .76                   | -2.73* |
| 47                 | 3.13                            | .99                   | 2.42                            | 1.00                  | -3.65* |
| 48                 | 3.70                            | .54                   | 2.88                            | 1.09                  | -4.86* |
| 49                 | 3.36                            | .83                   | 2.75                            | 1.00                  | -3.33* |

\*Indicates significant difference.

The variable numbers in Table XXVII correspond to the numbers of the supervisory practices in Appendix A. Values recorded in the mean column reflect the average of responses on a four-response range. A mean response of four for a

practice indicates that the practice is utilized always, while a mean value of one would indicate the practice is never utilized.

College supervisor-student teacher relationship.--The analysis yielded differences statistically significant at the .05 level in six of the thirty-one practices pertaining to the college supervisor-student teacher relationship. Those practices which were significantly different are as follows:

1. Arrange orientation or induction of student teachers prior to student teaching.
3. Assign student teacher to cooperating teacher based on student desires.
12. Postpone the visit if the student teacher appears unduly upset or disturbed.
16. Assist student teacher in daily lesson planning.
22. Encourage the student teacher to make suggestions for improvement of the student teaching program.
24. Write a narrative evaluation of the student teacher.

The findings suggest that general supervisors were utilizing recommended practices as indicated by the favorable ratios for items 1, 3, 12, 16, and 22. Special supervisors were also utilizing recommended practices but not with the emphasis evidenced by general supervisors. The ratio for item 24 favored the special supervisors.



College supervisor-cooperating teacher relationship.--

The analysis yielded a difference significant at the .05 level in one of the nine practices that pertain to the relationship between the college supervisor and the cooperating teacher. Items 32 through 40 were concerned with this relationship. The practice which was significantly different is as follows:

34. Aid in selection of the cooperating teacher.

These findings suggest that both general and special supervisors were utilizing recommended practices pertaining to college supervisor-cooperating teacher relationships. In the instance of item 34 the ratio favored the special supervisors.

College supervisor-cooperating school relationships.--

The analysis yielded no significant difference in the five practices that concerned the relationship between the college supervisor and the cooperating school. Items 41 through 45 pertained to this relationship.

These findings suggest that both special and general college supervisors of secondary student teachers in Kentucky are utilizing recommended practices in relationships with cooperating schools.

College supervisor-principal relationships.--The analysis yielded differences significant at the .05 level in all

four of the practices that pertained to the relationship between the college supervisor and the principal. Items 46 through 49 were concerned with this relationship. Those significantly different practices are as follows:

46. Inform cooperating school principal that you are visiting student teacher in his building.

47. Invite the principal to observe and evaluate the student teacher.

48. Encourage the principal to involve student teacher in faculty meetings.

49. Encourage the principal to enlist the cooperation of his faculty in aiding the student teacher.

These findings indicate that general supervisors utilize recommended practices in relationship with the principal significantly more than special supervisors, as evidenced by the ratios for items 46, 47, 48, and 49 that favored the general supervisor.

The null hypothesis for research Hypothesis II was retained since only eleven  $t$  ratios were found to be significant at the .05 level. Six of these statistically significant differences pertained to the relationship between the college supervisor and the student teacher and one significant ratio was concerned with the relationship between the college supervisor and the cooperating teacher. No statistically significant ratios were found in the items related to the relationship between the college supervisor and cooperating school. Statistically significant ratios were

found for each of the four items pertaining to the relationship between the college supervisor and the cooperating school principal. The combination of ratios found to be significantly different do not seem to constitute a set of practices critical to the quality of the student-teaching experience.

### Hypothesis III

The third research hypothesis was that supervisory practices reported by all supervisors of secondary student teachers in Texas in 1968 would be utilized significantly less than those recommended practices reported in Kentucky in the present study.

The null hypothesis that no significant difference would exist between the utilization of practices reported by Texas college supervisors of secondary student teachers in 1968 and the utilization of those same practices reported by Kentucky college supervisors of secondary student teachers was tested.

The results of the tests for significance of the difference between means, as reported in Table XXVII, revealed twenty-one significant ratios at the accepted level ( $p < .05$ ). Nineteen of the ratios favored the Kentucky college supervisor, while two favored the Texas supervisors.

TABLE XXVIII

SUMMARY OF  $t$  TESTS BETWEEN MEAN ITEM WEIGHTS FOR THE PRACTICES REPORTED BY SUPERVISORS IN KENTUCKY AND TEXAS

| Variable Number | Kentucky Supervisory Practices |                    | Texas Supervisory Practices |                    | $t$    |
|-----------------|--------------------------------|--------------------|-----------------------------|--------------------|--------|
|                 | Mean                           | Standard Variation | Mean                        | Standard Variation |        |
| 4               | 2.56                           | 1.16               | 2.38                        | 2.24               | .68    |
| 5               | 3.14                           | 1.21               | 1.59                        | 1.84               | 7.75*  |
| 7               | 4.42                           | .96                | 4.27                        | 1.16               | 1.26   |
| 8               | 3.48                           | 1.18               | 2.48                        | 1.82               | 4.80*  |
| 9               | 3.87                           | .92                | 3.09                        | 1.51               | 5.14*  |
| 10              | 3.85                           | 1.11               | 3.92                        | 1.43               | -.46   |
| 11              | 3.90                           | .98                | 3.75                        | 1.17               | 1.25   |
| 12              | 3.47                           | 1.30               | 2.67                        | 2.00               | 3.94*  |
| 13              | 3.32                           | 1.05               | 3.78                        | 1.82               | -2.58* |
| 14              | 4.24                           | .83                | 2.90                        | 1.71               | 8.04*  |
| 15              | 4.24                           | .85                | 4.10                        | 1.20               | 1.10   |
| 16              | 3.42                           | 1.12               | 2.64                        | 1.78               | 4.23*  |
| 17              | 4.19                           | .88                | 3.80                        | 1.44               | 2.72*  |
| 18              | 3.80                           | 1.00               | 3.80                        | 1.37               | -.06   |
| 19              | 3.95                           | .78                | 4.18                        | 1.07               | -2.15* |
| 20              | 3.40                           | .96                | 2.98                        | 1.51               | 2.78*  |
| 21              | 4.60                           | .61                | 4.60                        | .91                | .03    |
| 22              | 4.55                           | .68                | 4.41                        | 1.13               | 1.20   |
| 23              | 4.74                           | .56                | 4.70                        | .71                | .54    |
| 24              | 4.22                           | 1.19               | 2.50                        | 2.26               | 7.63*  |
| 25              | 3.67                           | 1.09               | 3.92                        | 1.53               | -1.59  |
| 26              | 4.63                           | .60                | 4.70                        | .70                | -1.06  |
| 31              | 2.76                           | 1.28               | 1.71                        | 1.90               | 4.97*  |
| 34              | 4.14                           | 1.06               | 2.15                        | 2.16               | 8.69*  |
| 35              | 3.73                           | .96                | 2.79                        | 1.87               | 4.92*  |
| 36              | 2.68                           | 1.17               | 1.39                        | 1.79               | 6.82*  |
| 37              | 4.51                           | 1.18               | 3.54                        | 2.11               | 4.27*  |
| 38              | 4.80                           | .73                | 4.27                        | 1.67               | 3.03*  |
| 43              | 2.62                           | 1.26               | .97                         | 1.63               | 9.03*  |
| 44              | 3.39                           | 1.20               | 1.88                        | 1.72               | 8.38*  |
| 45              | 2.87                           | 1.26               | 2.04                        | 1.85               | 4.28*  |
| 46              | 4.50                           | .89                | 3.78                        | 1.62               | 4.54*  |

\*Indicates significant difference.

Therefore, since twenty-one of the thirty-two practices common to both studies were found to be significant, the null hypothesis was rejected. Items 1, 2, 3, 6, etc. were added for the present study and were not included in the Texas study.

The data in Table XXVIII reflecting the supervisory practices of Kentucky college supervisors are weighted to permit a comparison with the supervisory practices reported in Texas. This procedure was necessary to compensate for the five-response questionnaire scale utilized in the Texas study as compared to the four-response scale in the present study. A mean of five indicates the item is utilized "always," while a mean approaching one indicates the practice is almost never utilized. The number of Kentucky supervisors varied with each item according to "not my function" responses, which can be found in Table XXIX. The smallest number of Kentucky respondents for a practice was 78 of a possible 114. The number of Texas supervisors varied with each item according to "Yes" or "No" responses to practices in the questionnaire. With a total number of respondents in the Texas study of 339 it is assumed that the number of supervisors responding "No" would not be statistically significant. Eighty-six of the 339 respondents in the Texas study were from private schools.

College supervisor-student teacher relationships.---The analysis revealed a total of twelve significant differences

at the .05 level of significance from twenty-three practices common to both studies pertaining to the college supervisor-student teacher relationship. Two of the significant ratios favored the Texas supervisors, while ten favored Kentucky college supervisors. Those practices which were significantly different are as follows:

5. Give the student teacher an opportunity to see other student teachers teach.
8. Separate the student teacher and cooperating teacher if a mismatch is obvious.
9. Arrange three-way conference with the student teacher and cooperating teacher.
12. Postpone the visit if the student teacher appears unduly upset or disturbed.
13. Visit the student teacher at least once every two weeks.
14. Hold a conference with the student teacher immediately after the classroom visit.
16. Assist student teacher in daily lesson planning.
17. Encourage student teacher to use experimental classroom procedures.
19. Give the student teacher help in developing poise and emotional control.
20. Aid the student teacher with his/her personal problems.
24. Write a narrative evaluation of the student teacher.
31. Conduct follow-up studies after the student teacher has gone into the teaching profession.

These findings suggest that Texas college supervisors in 1968 were not utilizing recommended practices as evidenced by the statistically significant ratios for items 5, 8, 9, 12, 14, 16, 17, 20, 24, and 31, which favored the Kentucky college supervisor. Only two items, 13 and 19, favored the Texas college supervisors. The findings indicate that Kentucky college supervisors were utilizing the practices recommended by state presidents of the Association of Teacher Educators.

College supervisor-cooperating teacher relationships.--

The analysis revealed a total of five differences significant at the .05 level from five practices common to both studies. All five of the significant ratios favored the Kentucky supervisors. Those practices which were significantly different are as follows:

34. Aid in selection of the cooperating teacher.

35. Help the cooperating teacher work out the goals for the student teacher.

36. Help cooperating teacher plan the student teacher's daily schedule.

37. Provide cooperating teacher with a student teaching handbook.

38. Provide the cooperating teacher with a written guide for use in evaluation of the student teacher.

These findings suggest that Texas college supervisors in 1968 were not utilizing recommended practices, as evidenced

by the statistically significant ratios for items 34, 35, 36, 37, and 38, which favored the Kentucky college supervisors. The findings indicate that Kentucky college supervisors were utilizing the practices recommended by the state presidents of the Association of Teacher Educators.

College supervisors-cooperating school relationship.--

The analysis revealed a total of three differences significant at the .05 level from the three practices common to both studies. All three of the significant ratios favored the Kentucky college supervisors. Those practices which were significantly different are as follows:

43. Suggest professional journals and books to be placed in cooperating school libraries.

44. Serve as an educational resource consultant to cooperating schools.

45. Serve as liaison between the college and the community by speaking at school meetings and other civic affairs.

These findings suggest that Texas College supervisors in 1968 were not utilizing recommended practices to the degree that Kentucky college supervisors did, as evidenced by the statistically significant ratios for items 43, 44, and 45 which favored Kentucky college supervisors. The findings indicate that Kentucky college supervisors of secondary student teachers were utilizing the practices recommended by state presidents of the Association of Teacher Educators.



College supervisor-principal relationships.--The analysis revealed one difference significant at the .05 level for the practice common to both studies. The significant ratio was in the favor of the Kentucky college supervisors. The practice that was significantly different is as follows:

46. Inform cooperating school principal that you are visiting student teacher in his building.

The findings suggest that Kentucky college supervisors were utilizing the recommended practice significantly more than the Texas college supervisor in 1968.

The null hypothesis for research Hypothesis III was rejected since a total of twenty-one  $t$  ratios were found to be significant at the .05 level of significance from among the thirty-two practices common to both studies. Twelve statistically significant ratios were found among the twenty-three practices common to the two studies pertaining to the relationship between the college supervisor and the student teacher. Of these twelve significant ratios, ten favored the Kentucky college supervisor, while two favored Texas college supervisors.

Five statistically significant ratios were found among the five practices common to both studies concerned with the college supervisor-cooperating teacher relationship. All five of the significant ratios favored the Kentucky college supervisor.

Three statistically significant ratios were found among the three practices common to both studies pertaining to the relationship between the college supervisor and the cooperating school. These three significant ratios favored the Kentucky college supervisor.

One statistically significant ratio was found for the one practice common to both studies related to the college supervisor-principal relationship. The significant ratio favored the Kentucky college supervisor.

#### Analysis of Non-Hypothesis Data

The purpose of this section of the chapter is to present results of data for which there were no research hypotheses. The subjects were given an opportunity to respond "not my function" to any of the items found in the supervisory practices section of the questionnaire. Information pertaining to the number and percentages of "not my function" responses for state presidents of the Association of Teacher Educators is contained in Table XXIX.

Data were analyzed according to the sequence and organization of the supervisory practices section of the questionnaire. Fifteen, or 31 percent, of the forty-nine practices received more than 10 percent of "not my function" responses from the combined totals. Practices receiving no "not my function" responses from supervisors and state presidents were omitted.

TABLE XXIX

DISTRIBUTION OF SUPERVISORS AND STATE PRESIDENTS ACCORDING  
TO "NOT MY FUNCTION" RESPONSES ON SUPERVISORY PRACTICES  
INCLUDING TOTAL NUMBERS AND PERCENTAGES

| Variable | Supervisors |         | State Presidents |         | Combined Total |         |
|----------|-------------|---------|------------------|---------|----------------|---------|
|          | Number      | Percent | Number           | Percent | Number         | Percent |
| 1        | 32          | 28      | 1                | 6       | 33             | 25      |
| 2        | 34          | 30      | 2                | 11      | 36             | 27      |
| 3        | 35          | 31      | 2                | 11      | 37             | 28      |
| 4        | 31          | 27      | 2                | 11      | 33             | 25      |
| 5        | 20          | 18      | 1                | 6       | 21             | 16      |
| 7        | 3           | 3       | .                | .       | 3              | 2       |
| 8        | 27          | 24      | .                | .       | 27             | 20      |
| 9        | 4           | 4       | .                | .       | 4              | 3       |
| 11       | 1           | 1       | 1                | 6       | 2              | 2       |
| 12       | 2           | 2       | 1                | 6       | 3              | 2       |
| 14       | .           | .       | 1                | 6       | 1              | 1       |
| 15       | 2           | 2       | .                | .       | 2              | 2       |
| 16       | 7           | 6       | .                | .       | 7              | 5       |
| 17       | 2           | 2       | .                | .       | 2              | 2       |
| 21       | 11          | 11      | 1                | 6       | 12             | 9       |
| 22       | 2           | 2       | .                | .       | 2              | 2       |
| 23       | 6           | 5       | .                | .       | 6              | 5       |
| 24       | 5           | 4       | .                | .       | 5              | 4       |
| 25       | 5           | 4       | .                | .       | 5              | 4       |
| 27       | 3           | 3       | .                | .       | 3              | 2       |
| 28       | 5           | 4       | .                | .       | 5              | 4       |
| 29       | 6           | 5       | .                | .       | 6              | 5       |
| 30       | 5           | 4       | 1                | 6       | 6              | 5       |
| 31       | 24          | 21      | 4                | 22      | 28             | 21      |
| 32       | 29          | 25      | .                | .       | 29             | 22      |
| 33       | 36          | 32      | 2                | 11      | 38             | 29      |
| 34       | 17          | 15      | 3                | 17      | 20             | 15      |
| 35       | 10          | 9       | .                | .       | 10             | 8       |
| 36       | 11          | 10      | 2                | 11      | 13             | 10      |
| 37       | 20          | 18      | 2                | 11      | 22             | 17      |
| 38       | 20          | 18      | 1                | 6       | 21             | 16      |
| 39       | 27          | 24      | 2                | 11      | 29             | 22      |
| 40       | 12          | 11      | .                | .       | 12             | 9       |
| 41       | 10          | 9       | 1                | 6       | 11             | 8       |
| 42       | 34          | 30      | 2                | 11      | 36             | 27      |
| 43       | 20          | 18      | .                | .       | 20             | 15      |
| 44       | 6           | 5       | .                | .       | 6              | 5       |
| 45       | 8           | 7       | .                | .       | 8              | 6       |

TABLE XXIX--Continued

| Variable | Supervisors |         | State Presidents |         | Combined Total |         |
|----------|-------------|---------|------------------|---------|----------------|---------|
|          | Number      | Percent | Number           | Percent | Number         | Percent |
| 47       | 8           | 7       | . . .            | . . .   | 8              | 6       |
| 48       | 12          | 11      | . . .            | . . .   | 12             | 9       |
| 49       | 13          | 11      | . . .            | . . .   | 13             | 10      |

Questionnaire items identified by a twelve-member panel of state presidents as valid practices which later received "not my function" responses of more than 10 percent by the entire population of state presidents of the Association of Teacher Educators are considered to be practices marginally within the responsibilities of the college supervisor. The practices "could" be utilized by college supervisors of secondary student teachers but are not critical to the quality of the student-teaching experience. Many of the practices that received more than 10 percent of "not my function" responses were practices normally the responsibility of the director of student teaching.

College supervisor-student teacher relationship.--The analysis revealed that seven of the thirty-one items in Table XXIX pertaining to the relationship between the college supervisor and the student teacher received greater than 10 percent of "not my function" responses from the combined totals. Those practices receiving more than 10 percent of

"not my function" responses from all respondents are as follows:

1. Arrange orientation or induction of student teachers prior to student teaching.
2. Match student teacher and cooperating teacher according to educational needs and personality characteristics.
3. Assign student teacher to the cooperating teacher based on student desires.
4. Introduce the student teacher to the cooperating teacher.
5. Give the student teacher an opportunity to see other student teachers teach.
8. Separate the student teacher and cooperating teacher if a mismatch is obvious.
31. Conduct follow-up studies after the student teacher has gone into the teaching profession.

These findings indicate that a significant number of Kentucky college supervisors felt that some practices were not their responsibility. This is evidenced by the data reflecting that 18 percent or more of Kentucky college supervisors responded with "not my function" to seven practices. The state presidents of the Association of Teacher Educators generally agreed these seven practices were the responsibility of the college supervisor. Four, or 22 percent, of the state presidents responded "not my function" to item 31.

College supervisor-cooperating teacher relationships.--  
The analysis revealed that six of the nine practices pertaining to the relationship between the college supervisor and

cooperating teacher received more than 10 percent "not my function" responses from the combined totals. Those practices receiving more than 10 percent "not my function" responses from all respondents are as follows:

32. Provide cooperating teacher with a personal data file on their student teacher prior to the student teaching period.

33. Interview prospective cooperating teacher.

34. Aid in selection of the cooperating teacher.

37. Provide cooperating teacher with a student teaching handbook.

38. Provide the cooperating teacher with a written guide for use in evaluation of the student teacher.

39. Invite the cooperating teacher to the college campus to aid in evaluation of the student teaching program.

These findings indicate that a significant number of Kentucky college supervisors felt that some practices pertaining to the college supervisor-cooperating teacher relationship were not their responsibility. This is evidenced by the data which show that 15 percent or more of Kentucky college supervisors responded "not my function" to those six practices. The state presidents of the Association of Teacher Educators generally agreed that these six practices were the responsibility of the college supervisor. Three, or 17 percent, of the state presidents of the Association of

Teacher Educators felt that item 34 was not the function of the college supervisor.

College supervisor-cooperating school relationship.--

The analysis revealed that two of the five practices related to the relationship between the college supervisor and the cooperating school received more than 10 percent "not my function" responses from the combined totals. Those practices receiving more than 10 percent "not my function" responses from all respondents are as follows:

42. Provide information to cooperating school personnel concerning requirements for becoming a cooperating teacher.

43. Suggest professional journals and books to be placed in cooperating school libraries.

These findings suggest that a number of college supervisors felt that some practices concerned with the college supervisor-cooperating school relationship were not their responsibility. This is evidenced by the data which show that 30 percent and 18 percent of Kentucky college supervisors responded "not my function" to items 42 and 43, respectively. The state presidents of the Association of Teacher Educators generally agreed that number 43 was the function of the college supervisor.

College supervisor-principal relationships.--The analysis revealed that none of the four practices pertaining to the relationship between the college supervisor and principal

received more than 10 percent "not my function" responses from the combined totals. Eleven percent of Kentucky college supervisors responded "not my function" to items 48 and 49. These findings indicated that Kentucky college supervisors and state presidents generally agree that the specified practices related to the college supervisor-principal relationships were the function of the college supervisor.

A synthesis of the analysis of the data presented in Table XXIX indicates the following summary of significant points:

1. Fifteen of the forty-nine recommended practices received more than 10 percent of "not my function" responses from college supervisors and state presidents of the Association of Teacher Educators.

2. Eighteen percent of Kentucky college supervisors responded "not my function" to seven of the thirty-one recommended practices pertaining to the college supervisor-student teacher relationship. Four of the practices received "not my function" responses of more than 10 percent from state presidents.

3. Fifteen percent of Kentucky college supervisors responded "not my function" to six of the nine practices recommended pertaining to the college supervisor-cooperating teacher relationship. Five of the practices received "not my function" responses from more than 10 percent of the state presidents.



4. Eighteen percent of Kentucky college supervisors responded "not my function" to two of the five recommended practices pertaining to the college supervisor-cooperating school relationship. One practice received "not my function" responses of more than 10 percent from state presidents.

CHAPTER V  
SUMMARY, FINDINGS, CONCLUSIONS, AND  
RECOMMENDATIONS

Summary

This chapter presents a summary of the study, the conclusions that are warranted by the statistical analysis of the data, and recommendations for future research studies.

The problem of this study was to determine the status and practices of Kentucky college supervisors of secondary student teachers and to compare these practices with those practices recommended by the state presidents of the Association of Teacher Educators and practices reported in an earlier study conducted in Texas.

The investigation was designed to permit conclusions and inferences to be made concerning the following purposes of the study:

1. To compare the practices reported by Kentucky college supervisors of secondary student teaching with practices recommended by a panel of experts composed of the state presidents of the Association of Teacher Educators.
2. To compare the practices reported by general supervisors with practices reported by special supervisors of secondary student teachers.

3. To compare the supervisory practices as reported by college supervisors in Texas in 1968 with practices reported by Kentucky college supervisors in the present study.

The instrument used in this study was constructed by utilizing a modification of a questionnaire from an earlier study and a review of current literature. The validity and reliability of the questionnaire were established. Eighty-one percent of the 140 college supervisors of secondary student teachers in Kentucky completed the questionnaire. Sixty-seven percent of the state presidents of the Association of Teacher Educators completed the supervisory practices section of the questionnaire.

Research hypotheses were formulated and then restated in the null form when statistically analyzed for significance. The rejection of each null hypothesis was based on the percentage of  $t$  tests which were significant. If less than half of the  $t$  tests were significant, the null hypothesis was retained. If more than half of the  $t$  tests were significant, the null hypothesis was rejected. The data from the questionnaire for each subject in this study were punched into data cards and transferred to magnetic tape. Statistical computations were made at the Computer Center at Eastern Kentucky University, utilizing a Honeywell 2050 electronic computer.

The statistical procedure utilized to test the null hypotheses was the  $t$  test with a .05 level of significance.

### Summary Findings

Findings were tabulated under headings according to the organization of the questionnaire.

#### Data concerning the status of the college supervisor.--

An analysis of the data from the status portion of the questionnaire revealed that Kentucky college supervisors have adequate preparation and experience. A majority of respondents reported taking courses in supervision and had actual experience in the classroom as a cooperating teacher. The typical Kentucky college supervisor could be characterized as middle-aged, holding a master's or doctoral degree, ranking as an associate or assistant professor, with total experience in education of more than ten years.

Data concerning the practices of the college supervisor.--Findings concerning the practices of the Kentucky college supervisor are presented according to analysis of hypothesis data and analysis of non-hypothesis data. The null hypothesis was rejected if more than half the ratios were significant at the .05 level.

### Summary Analysis of Hypothesis Data

Findings pertaining to Hypothesis I.--The extent to which the practices reported by Kentucky college supervisors of secondary student teachers compared with practices recommended by the state presidents of the Association of Teacher

Educators was represented by forty-nine  $t$  ratios. Nine ratios were significant at the  $p < .05$  level of significance and forty ratios were not significant. On the basis of these findings, the practices reported by Kentucky college supervisors and those practices recommended by state presidents of the Association of Teacher Educators appeared to be the same. The null hypothesis was retained. Supervisors of secondary student teachers in Kentucky colleges and universities appeared to put as much emphasis on selected desirable supervisory practices as was recommended by a panel of experts. A lack of emphasis on the part of the Kentucky college supervisors was found only in the practices pertaining to the relationships between the college supervisor and principal.

Findings pertaining to Hypothesis II.---The extent to which practices reported by general supervisors compared with practices reported by special supervisors was represented by forty-nine  $t$  ratios. Eleven  $t$  ratios were significant at the  $p < .05$  level of significance and thirty-eight ratios were not significant. On the basis of these findings, the practices reported by general supervisors and those practices reported by special supervisors seem to be the same. The null hypothesis was retained. Although the null hypothesis was retained, nine of the significant ratios were in favor of the general supervisor. All four of the ratios

reflecting the practices pertaining to the college supervisor-principal relationships were in favor of the general supervisor, reflecting less emphasis by the special supervisor.

Findings pertaining to Hypothesis III.--The extent to which the recommended practices reported by Kentucky college supervisors in the present study were utilized compared to those same practices reported by Texas college supervisors in 1968 was represented by twenty-one significant ratios from a total of thirty-two practices common to both studies. The level of significance was  $p < .05$  in both studies. Nineteen of the twenty-one significant ratios favored the Kentucky college supervisor. Two of the twenty-one significant ratios favored the Texas college supervisor. The null hypothesis was rejected. On the basis of these findings, the recommended practices seemed to be utilized more by Kentucky college supervisors than by college supervisors in Texas in 1968. The lack of emphasis on the part of the Texas college supervisor was particularly apparent in those practices related to the college supervisor-student teacher, college supervisor-cooperating teacher, and college supervisor-cooperating school relationships.

#### Summary Analysis of Non-Hypothesis Data

Responses to items in the supervisory practices section of the questionnaire included a "not my function" response

category. Numbers and percentages of "not my function" responses are presented in Table XXIX. Findings from these data are as follows:

1. Thirty-one percent of the forty-nine recommended practices received more than 10 percent of "not my function" responses from college supervisors and state presidents of the Association of Teacher Educators.

2. Eighteen percent of Kentucky college supervisors responded "not my function" to seven of the thirty-one recommended practices pertaining to the college supervisor-student teacher relationship.

3. Fifteen percent of Kentucky college supervisors responded "not my function" to six of the nine recommended practices pertaining to the college supervisor-cooperating teacher relationship.

4. Eighteen percent of Kentucky college supervisors responded "not my function" to two of the five recommended practices pertaining to the college supervisor-cooperating school relationship.

### Conclusions

From an analysis of the findings in this investigation of the status and practices of the Kentucky college supervisor of secondary student teacher, the following conclusions were drawn:

1. It appeared that there was a communications problem between the administrators at state-supported teacher-education institutions and college supervisors. This conclusion is based on the considerable number of college supervisors who were not aware of any contractual agreement between the college and school district involving student teaching.

2. An apparent disagreement of philosophy or assignment exists between some teacher-education administrators and college supervisors concerning the college supervisor-cooperating teacher and college supervisor-cooperating school relationships. This conclusion was based on the "not my function" responses of Kentucky college supervisors compared to the same responses of the state presidents of the Association of Teacher Educators to recommended practices.

3. Kentucky college supervisors seemed to be utilizing the practices recommended by a panel of experts composed of the state presidents of the Association of Teacher Educators except those practices pertaining to their relationship to the cooperating school principal.

4. Special supervisors in Kentucky seemed to be utilizing recommended practices when compared with general supervisors except in those practices involving the cooperating school principal where general supervisors appeared to be following the recommended practices more closely.

5. Kentucky college supervisors seemed to be utilizing recommended practices to a higher degree than Texas college



supervisors were in 1968. This conclusion was based on the nineteen significant ratios that favored the Kentucky college supervisor, while only two significant ratios favored the Texas college supervisor.

#### Recommendations

One of the purposes of this study was to provide data that may be useful in giving perspective and direction toward a more consistent approach to supervision and ultimately an improvement in the teacher-education programs in Kentucky. Endeavoring to fulfill this purpose, the following recommendations are made as suggestions for improving the processes related to supervision of student teaching in Kentucky universities and colleges:

1. Coordination of the supervisory program for secondary student teachers should include the dissemination of information about the contractual relationships between the school district and the teacher-education institution that involve student teaching.

2. The relationship between the college supervisor and the cooperating school principal should be analyzed and clarified to develop practices which reflect better coordination and effectiveness of each role in the student-teaching experience.

3. The responsibility of the college supervisor as related to the relationship between the supervisor and

cooperating teacher should be identified and then disseminated to both parties.

#### Recommendations for Further Research

Further research to develop perspective toward the above recommendations could be conducted. Specifically, research is needed in the following areas:

1. The utilization of supervisory practices recommended by national authorities should be compared at private and state-supported institutions, with a larger population of private schools.
2. A study should be conducted to investigate the reasons why more modern techniques and practices are not being utilized in the supervision of student teacher.
3. Replications of this study need to be conducted to determine supervisory practices at institutions that utilize part-time faculty or graduate students to supervise student teachers.

## APPENDIX A

### A STUDY OF THE KENTUCKY COLLEGE SUPERVISOR OF SECONDARY STUDENT TEACHERS

|   | Column                                     |
|---|--|
| <p>Directions: Please complete the following items as directed in each section. Select the appropriate response and write the corresponding number in the response blank on the right hand side of the page. Numbers to the right of the response blank should be disregarded as they are codes for the computer.</p> | <p>___ 1<br/>___ 2<br/>___ 3<br/>___ 4</p> |
| <b>PERSONAL DATA</b>  |  |
| Sex: Male=1, Female=2   | ___ 5                                      |
| Age: 20-29=1, 30-39=2, 40-49=3, 50-59=4, 60 or over=5   | ___ 6                                      |
| Years of College faculty service: 0-5=1, 6-10=2, 11-15=3,<br>16 or more=4   | ___ 7                                      |
| Years of college supervisor experience: 0-5=1, 6-10=2, 11-15=3,<br>16 or more=4   | ___ 8                                      |
| Present Academic Rank: Professor=1, Assoc. Prof.=2, Asst. Prof.=3,<br>Instructor=4, Graduate Assistant=5,<br>Other _____ (Specify)=6  | ___ 9                                      |
| Tenure? Yes=1, No=2   | ___ 10                                     |
| Department(s) in which you have teaching duties: Education=1<br>History, Math, etc.<br>=2, Both=3   | ___ 11                                     |
| <b>PROFESSIONAL PREPARATION</b>   |  |
| Highest academic degree earned: Bachelors=1, Masters=2, Specialist=3,<br>Doctorate=4, Specify Kind _____  | ___ 12                                     |
| Major in highest degree earned: Education=1, Other (Specify) _____=2  | ___ 13                                     |
| Years of fulltime teaching experience: 1-5=1, 6-10=2, 11-15=3,<br>16-20=4, 21 or more=5   | ___ 14                                     |

|   |        |
|---|--------|
| Highest position held: Superintendent=1, Asst. Superintendent=2,<br>Principal=1, Asst. Principal=4, Supervisor=5,<br>Chairman=6, Teacher=7, Other=8                                     | ___ 15 |
| Have you had a college course in these specific areas? General<br>Supervision=1, Supervising student teachers=2<br>Both=3   | ___ 16 |
| Have you been a cooperating teacher (classroom supervisor of student<br>teacher)? Yes=1, No=2   | ___ 17 |
| <b>PRESENT POSITION</b>   |        |
| Type of institution: State supported=1, Private=2   | ___ 18 |
| Type of supervision responsibility: Subject matter=1, General=2,<br>Both=3  | ___ 19 |
| Percentage of teaching load devoted to supervision of student teachers:<br>0-10%=1, 11-30%=2, 31-60%=3, 61-80%=4, 81-100%=5   | ___ 20 |
| Do you supervise all-day or part-time student teachers? All-day=1<br>Part-time=2, Both=3  | ___ 21 |
| Are you employed jointly by a school district and college to supervise<br>student teachers? Yes=1, No=2   | ___ 22 |
| Are you assigned to an off-campus teacher education or student teaching<br>center? Yes=1, No=2  | ___ 23 |
| Number of schools you visit in supervising student teachers during a<br>typical term or quarter: 1-3=1, 4-6=2, 7-9=3, 10-15=4, 16 or more=5   | ___ 24 |
| Grade levels which you supervise: Elementary=1, Junior-Senior High=2,<br>Junior (Middle School) High only=3, Senior High only=4, Elementary-<br>Junior High=5, Elementary-Senior High=6 | ___ 25 |
| Do you teach a methods course to the student teachers you supervise?<br>Yes=1, No=2   | ___ 26 |
| Number of student teachers supervised in the Fall 1973: None=1,<br>1-5=2, 6-10=3, 11-15=4, 16-20=5, 21 or more=6  | ___ 27 |
| Number of student teachers supervised in the Spring 1973: None=1,<br>1-5=2, 6-10=3, 11-15=4, 16-20=5, 21 or more=6  | ___ 28 |
| A full student teacher supervision load (no additional classes) is how<br>many student teachers? 1-5=1, 6-10=2, 11-15=3, 16-20=4, 21 or more =5   | ___ 29 |

Are the student teachers you supervise clustered together geographically?  
 No=1, Single school=2, Single school district=3, Single county=4  
 Metropolitan area=5 \_\_\_\_\_ 30

Does your college have a written contractual agreement with the  
 cooperating school system(s)? Yes=1, No=2, Unknown=3 \_\_\_\_\_ 31

### SUPERVISORY PRACTICES

A review of the literature reveals a wide variety of practices employed in the supervision of student teachers. Selected practices are listed below that were frequently mentioned in the literature. No supervisor should or is expected to employ all of these. Our concern is to determine practices presently in use.

If you employ the stated practice please assign a number from the scale appropriate to the extent which you utilize the practice.

5=Not my function, Always=4, Often=3, Seldom=2, Never=1

THERE ARE NO RIGHT OR WRONG ANSWERS!

#### College Supervisor-Student Teacher Relationships

1. Arrange orientation or induction of student teachers prior to student teaching. \_\_\_\_\_ 32
2. Match student teacher and cooperating teacher according to educational needs and personality characteristics. \_\_\_\_\_ 33
3. Assign student teacher to cooperating teacher based on student desires. \_\_\_\_\_ 34
4. Introduce the student teacher to the cooperating teacher. \_\_\_\_\_ 35
5. Give the student teacher an opportunity to see other student teachers teach. \_\_\_\_\_ 36
6. A written evaluation is completed for each observation of the student teacher. \_\_\_\_\_ 37
7. Encourage the student teacher to join professional organizations. \_\_\_\_\_ 38
8. Separate the student teacher and cooperating teacher if a mismatch is obvious. \_\_\_\_\_ 39
9. Arrange three-way conference with the student teacher and cooperating teacher. \_\_\_\_\_ 40
10. Observe the student teacher during an unannounced visit. \_\_\_\_\_ 41

11. Enter the classroom before student teacher's class begins. \_\_\_\_\_ 42
12. Postpone the visit if the student teacher appears unduly upset or disturbed. \_\_\_\_\_ 43
13. Visit the student teacher at least once every two weeks. \_\_\_\_\_ 44
14. Hold a conference with the student teacher immediately after the classroom visit \_\_\_\_\_ 45
15. Assist the student teacher in developing his/her own teaching techniques. \_\_\_\_\_ 46
16. Assist student teacher in daily lesson planning. \_\_\_\_\_ 47
17. Encourage student teacher to use experimental classroom procedures. \_\_\_\_\_ 48
18. Make suggestions to student teacher concerning appearance and personal habits. \_\_\_\_\_ 49
19. Give the student teacher help in developing poise and emotional control. \_\_\_\_\_ 50
20. Aid the student teacher with his/her personal problems. \_\_\_\_\_ 51
21. Continuously evaluate the growth of the student teacher. \_\_\_\_\_ 52
22. Encourage the student teacher to make suggestions for improvement of the student teaching program. \_\_\_\_\_ 53
23. Consider the student teacher's ability to work with youth and cooperating school personnel in the final evaluation. \_\_\_\_\_ 54
24. Write a narrative evaluation of the student teacher. \_\_\_\_\_ 55
25. Discuss final evaluation with the student teacher after the student teaching experience. \_\_\_\_\_ 56
26. Write recommendations for the student teacher when he/she seeks employment. \_\_\_\_\_ 57
27. Utilize interaction analysis techniques in evaluation (self) of student teachers. \_\_\_\_\_ 58
28. Encourage utilization of video and audio tapes in self-evaluation of student teachers. \_\_\_\_\_ 59
29. Hold group conferences or seminars with student teachers during student teaching experience. \_\_\_\_\_ 60

30. Provide an opportunity for student teacher to evaluate their cooperating teacher. \_\_\_\_\_ 61
31. Conduct follow-up studies after the student teacher has gone into the teaching profession. \_\_\_\_\_ 62

#### College Supervisor-Cooperating Teacher Relationships

32. Provide cooperating teacher with a personal data file on their student teacher prior to the student teaching period. \_\_\_\_\_ 63
33. Interview prospective cooperating teachers. \_\_\_\_\_ 64
34. Aid in selection of the cooperating teacher. \_\_\_\_\_ 65
35. Help the cooperating teacher work out the goals for the student teacher \_\_\_\_\_ 66
36. Help cooperating teacher plan the student teacher's daily schedule. \_\_\_\_\_ 67
37. Provide cooperating teacher with a student teaching handbook. \_\_\_\_\_ 68
38. Provide the cooperating teacher with a written guide for use in evaluation of the student teacher. \_\_\_\_\_ 69
39. Invite the cooperating teacher to the college campus to aid in evaluation of the student teaching program. \_\_\_\_\_ 70
40. Participate in in-service programs for cooperating teachers. \_\_\_\_\_ 71

#### College Supervisor-Cooperating School Relationships

41. Encourage cooperation between student teaching program, the community and the cooperating school. \_\_\_\_\_ 72
42. Provide information to cooperating school personnel concerning requirements for becoming a cooperating teacher. \_\_\_\_\_ 73
43. Suggest professional journals and books to be placed in cooperating school libraries. \_\_\_\_\_ 74
44. Serve as an educational resource consultant to cooperating schools. \_\_\_\_\_ 75
45. Serve as liason between the college and the community by speaking at school meetings and other civic affairs. \_\_\_\_\_ 76

## College Supervisor-Principal Relationships

46. Inform cooperating school principal that you are visiting student teacher in his building. \_\_\_77
47. Invite the principal to observe and evaluate the student teacher. \_\_\_78
48. Encourage principal to involve student teacher in faculty meetings. \_\_\_79
49. Encourage the principal to enlist the cooperation of his faculty in aiding the student teacher. \_\_\_80

Please list practices not mentioned above that you consider to be important in the supervision of student teachers. Assign the practice a number appropriate to the extent which you utilize the practice.





## KENTUCKY ASSOCIATION OF TEACHER EDUCATORS

October 24, 1973

A study is now in progress at Eastern Kentucky University to determine the practices performed by ALL supervisors of secondary student teachers in Kentucky. We need a few minutes of your time to aid us in securing this information. We would appreciate your sending us the names and department assignments of your faculty who supervise secondary student teachers so that we may in turn send to them a brief questionnaire. Each item on this questionnaire has been validated by state presidents of The Association of Teacher Educators.

To date, no study has been done that attempts to shed light on this important phase of teacher education in Kentucky. This study will attempt to alleviate some of the confusion and uncertainty which surrounds the position of the college supervisor. We know that you share with us the urgency of this matter and are aware that the results of this study will depend upon your cooperation.

All facts obtained as a result of this study will be treated impersonally and the names of institutions and faculty will not be identified in connection with any of the data obtained.

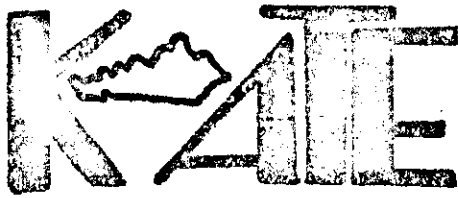
For your convenience we have enclosed a stamped, addressed envelope. If at all possible, we would appreciate hearing from you promptly. We will, of course, be most happy to send you a summary of the results if you so request. Please remember, it is imperative that we have the list by departmental assignments. Thank you very much for your cooperation.

Sincerely,

Glynn N. Creamer  
Assistant Professor of Mathematics Ed.  
Eastern Kentucky University

Enclosure

APPENDIX C



KENTUCKY ASSOCIATION OF TEACHER EDUCATORS

April 6, 1974

Dear College Supervisor:

Your Director of Student Teaching has given us your name as a practitioner and a person who will help us in a study that is now in progress at Eastern Kentucky University to determine the practices performed by ALL college supervisors of secondary student teachers in Kentucky. We need a few minutes of your time to aid us in collecting this information. This study is done in co-operation with the Kentucky Association of Teacher Educators and the instrument itself has been validated by state presidents of the Association of Teacher Educators. We will, of course, be most happy to send you a summary of the results if you so request.

To date, no study has been conducted that attempted to reveal information on this important phase of teacher education in Kentucky. This study will attempt to alleviate some of the confusion and uncertainty which surrounds the position of the college supervisor. We know that you share with us the urgency of this matter and are aware that the results of this study will depend upon your cooperation. WE NEED YOUR RETURN!!

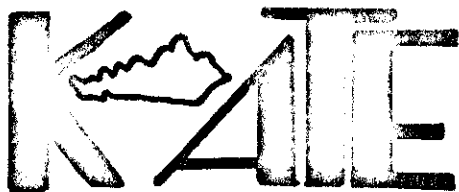
Will you please respond to the attached questionnaire by providing the necessary information. Your name will not be associated with the questionnaire after we receive it. For your convenience we have enclosed a stamped, addressed envelope. If at all possible, we would appreciate a return of the completed questionnaire promptly. Thank you very much for your cooperation.

Sincerely,

Glynn N. Creamer  
Assistant Professor of  
Mathematics Education  
Eastern Kentucky University

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Enclosure



# KENTUCKY ASSOCIATION OF TEACHER EDUCATORS

## APPENDIX D

October 22, 1973

Dear Sir:

Because of your knowledge and experience, you have been recommended as an educational specialist by the Association of Teacher Educators. We need a few minutes of your time to aid us in establishing validity for the enclosed questionnaire which is being designed as part of a study now in progress at Eastern Kentucky University in cooperation with the Kentucky Association of Teacher Educators. We intend to survey ALL college supervisors of secondary student teachers in Kentucky colleges and universities to determine the extent to which they participate in each practice included in the questionnaire. These practices will then be compared with those recommended by other state presidents of the Association of Teacher Educators. We will, of course, be most happy to send you a summary of the results if you so request.

To date, no study has been conducted that attempted to reveal information on this important phase of teacher education in Kentucky. This study will attempt to alleviate some of the confusion and uncertainty which surrounds the position of the college supervisor. We know that you share with us the urgency of this matter and are aware that the results of this study will depend upon your cooperation. WE NEED YOUR RETURN!!

Will you please respond to the attached questionnaire by indicating whether you think each item is valid for use in the study, whether you think it is invalid, or whether you are unable to make a decision. Please feel free to make comments on any of the items included and recommend items not covered in the questionnaire. For your convenience we have enclosed a stamped, addressed envelope. If at all possible we would appreciate a prompt return of the completed questionnaire. Thank you very much for your cooperation.

Sincerely,

Glynn N. Creamer  
Asst. Professor of Mathematics Education  
Eastern Kentucky University

Enclosure

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