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AN EVALUATION OF SELECTED ASPECTS OF THE  
STUDENT TEACHING PROGRAM IN PHYSICAL  
EDUCATION AT UTAH STATE UNIVERSITY

by

Clifford R. Andreason

A thesis submitted in partial fulfillment  
of the requirements for the degree

of

MASTER OF SCIENCE

in

Health, Physical Education, and Recreation

Approved:

UTAH STATE UNIVERSITY  
Logan, Utah

1972

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Clifford R. Andreasen

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## ABSTRACT

An Evaluation of Selected Aspects of the  
Student Teaching Program in Physical  
Education at Utah State University

by

Clifford R. Andreasen, Master of Science

Utah State University, 1972

Major Professor: Dr. Dale O. Nelson  
Department: Health, Physical Education and Recreation

This study was an attempt to determine through a survey of opinions to what extent the objectives, methods and procedures were effectively being accomplished in the professional preparation of student teachers in physical education at Utah State University.

A questionnaire was developed and administered to student teachers who were currently completing their student teaching experience, and mailed to graduates who had completed their preparation program between 1966 and 1971.

The areas surveyed, the pre-student teaching preparation, the assistance given by the university supervisor and the assistance rendered by the cooperating teacher were for the most part found to be adequate according to a majority of the opinions returned.



The areas considered to be below adequate in the preparation program regarding the pre-student teacher preparation were items involving the school services and how they affect the student teaching assignment, techniques in self-disciplining student groups, communicating with parents, understanding social and cultural background of students and general techniques of discipline.

The assistance provided by the university supervisor was considered below adequate in the areas related to extra duties expected of teachers, fostering an understanding of a full year program, and locating and utilizing teaching materials.

The cooperating teacher assistance was considered below adequate in areas regarding opportunities to observe other teachers in the school, developing teaching materials, selecting appropriate media for methods used, working professionally with other colleagues, and providing teaching situations that would link theory with practice.

The supervisory assistance, according to a comparison of male and female opinion, seems to indicate that the university supervisor responsible for the male student teachers experienced a more effective accomplishment.

The male cooperating teachers were found to be more effective in many of the areas considered than were the female cooperating teachers.

(105 pages)

## INTRODUCTION AND STATEMENT OF PROBLEM

### Introduction

The student teaching experience is the major phase of study which determines the critical factors in the development of the teaching attitudes of a potential educator. Many questions are being asked about the preparation procedures of teachers; yet, Hilliard (19) says it still is seen by those responsible, that the student teaching process is the most valuable resource for helping the prospective teacher become a qualified professional.

Among the crucial areas considered to be most vital to the student teacher training program are (a) the pre-student teaching preparation, (b) the assistance given to the student teacher by the university supervisor and, (c) the assistance rendered to the student teacher by the cooperating teacher during the student teaching experience.

One of the critical parts of the teaching profession is the professional preparation. Everything that happens in the profession stems from it's leadership, and leadership is molded by professional preparation.

Preparation programs must be designed to meet both the professional needs of the graduates of the program as well as the needs of the students which the graduates teach (2). Are current teacher preparation programs effectively fulfilling this requirement? An evaluation of the program and the product

it is producing is necessary if the effectiveness of teacher preparation is to be determined.

All phases of the educational process should have objectives that can be clearly defined in order to justify its existence. The content of the student teacher preparatory program, particularly the laboratory experience that takes place in the public schools, should be directly related to the teaching situation the student is most likely to experience.

A most crucial problem in health, physical education and recreation is the education of well trained leaders. If this leadership is to be attained, it will be achieved through a process of standardizing and upgrading the quality of student teacher preparation and eliminating poor and mediocre professional education in all institutions related to teacher training including both the universities, or colleges and the cooperative schools involved.

#### Purpose

The purpose of this investigation was to evaluate the attitudes of student teachers as they relate to the degree of achievement of the objectives, methods and procedures in the student teaching program in physical education at Utah State University. The areas of professional preparation considered were the pre-student teaching preparation program, university supervisor assistance, and the cooperating teacher assistance.

### Procedure

The data for this study were obtained by a questionnaire (see Appendix A) which was constructed by the investigator and presented to student teachers who were currently enrolled in the student teaching program and graduates who had completed their student teaching in the physical education program at Utah State University.

The questionnaire was mailed to 163 graduates who had completed their student teaching within the last five years (1966-67 to 1970-71) and was administered to 31 student teachers who completed their student teaching during the current 1971-72 school year. A follow-up letter was sent approximately four weeks following the initial correspondence. The total number of usable questionnaires received was 104, or a return of 53.6 percent.

The participants responded to the items of the questionnaire according to the scale - completely achieved, strong achieved, adequately achieved, fairly achieved or not achieved. The sub questions were answered by using statements, giving numbers, and by marking yes or no responses.

Responses as summated from the questionnaire were grouped in categories and presented in tables under the headings of student teacher preparation program, university supervisor assistance, and cooperating teacher assistance.

### Delimitations

This study was limited to those students majoring in physical education at Utah State University who completed their student teaching in a five year period from 1966-67 to 1971-72.

### Definition of Terms

Cooperating school: A school which is not controlled or supported by the university but which does provide facilities for professional laboratory experiences in a teacher education program.

Cooperating teacher: One who performs the responsibilities of a supervising teacher in a cooperating school. One who is qualified to guide a group of pupils and one or more college students, guiding the latter in their understanding and teaching of a given pupil group.

Student teacher: The college student who is doing student teaching.

Student teaching: The period of guided teaching during which the student takes increasing responsibility for the work with a given group of learners over a period of consecutive weeks.

Supervisor: College or university supervisor of student teaching. The college representative who is responsible for supervising a student teacher or a group of student teachers.

Teacher preparation program: The teacher preparation program refers to the teaching and learning theory received by graduates of the program, as well as the clinical experiences, and student teaching.

Teacher training seminar: A conference held weekly involving supervisor and student teachers to provide guidance and direction in methods and problem-solving situations.

## REVIEW OF RELATED LITERATURE

The student teaching experience provides the proving ground for prospective teachers to determine if the qualifications considered necessary for effective teaching have been sufficiently self-realized.

One often reads of the importance of student teaching; that it always has been, and is likely to continue to be, the most important phase of the professional education of the prospective teacher (39).

The student teaching experience helps a prospective teacher to:

1. Clarify his understandings of the purposes, development programs, and administrative organization of the American system of public education.
2. Broaden his understanding of curricular practices.
3. Deepen his understanding of the principles of human growth and development and the learning process.
4. Become sensitive to the social patterns of the school, community and discover through first hand experiences ways of improving curriculum for pupils by effective use of community resources.
5. Develop wholesome professional attitudes toward members of the teaching profession.
6. Identify his strength and weaknesses in the wide spectrum of competencies associated with effective teaching.
7. Become increasingly resourceful and creative in planning, developing, and evaluating effective learning experiences for and with pupils. (19, p. 2)

Evaluation, in distinction from educational measurement, begins with an objective and then seeks the best possible devices for ascertaining the degree to which the object has been attained (30).

The most important factor to consider in establishing objectives related to the student teaching experience must be focused on the desirable changes in the individual child. A close working relationship between the student teacher, cooperating teacher, and the college supervising teacher is an absolute necessity (47).

A constant, consistent, searching, and systematic analysis of the actual teaching environment, content, operation feeling and fantasy is needed to provide the student teacher with guidelines to help him fulfill the objectives considered essential to good teaching.

Physical education means many different things to many different people. However, the problem of identity and values is not limited to physical education alone. All of education today is involved in controversy and ferment. Such unrest is indicative of the many program differences which exist in education (37).

The public schools are among the ultimate consumers of the product of professional preparation. New teachers just graduated from a program of special studies, become a part of the large, on-going system of education operated in every American community (14).

Student teaching, if it fulfills its intended function, provides for bridging the gap between theory and practice (19). The student teaching experience demands an interrelation of responsibility on the part of the student teacher, the college, and the cooperating school. When all



responsibilities are met by all concerned student teaching becomes what it should be--the opportunity to learn by doing (39).

### Pre-student Teacher Preparation

Professional preparation is a diverse and mammoth enterprise involving many agencies, institutions, people and dollars. Almost one-third of all students in colleges and universities are in teacher education. It is the largest single enterprise of higher education (28).

Much criticism of the excessive amount of professional education claimed for prospective teachers has been voiced in the past which has resulted in a general reduction of the number of professional courses required. In practice, most of the professional study will have been at the theoretical level involving little contact with the classroom (2).

Some educators are skeptical about the potential of present education courses to improve significantly the ability of people to teach (24). The courses in education that make up the so-called professional education sequence for teachers must be as relevant as possible to teaching and the promotion of learning. Courses must be devoted directly to this practice. They must involve the student in it and be concerned "about something" only to the point that they seek to improve and develop understanding of what he is doing right now as a beginning teacher (16).

This is not how teacher education courses have been constructed and taught. Instead, students find themselves to be largely passive recipients

of learning. Consequently, they condemn their education courses, not so much for the intellectual impoverishment as for their failure to bring them into the nitty-gritty of teaching itself (16).

Cotton (8) refers to a program that has been developed at Adam State College, Alamosa, Colorado where pre-student teaching experience begins during the student's junior year. The two hour course consists of class meetings one hour per week and special sessions meeting with the physical education required courses two days a week.

All physical education procedures are covered including such things as locker assignment, towel exchange, shower checks, etc. Roll call, warm-up calisthenics, and orientation procedures are discussed and practiced. A notebook is kept from fall through spring by each student. It includes methods of roll taking in different types of classes, presentation of activities for each season of the year, rainy day activities, etc. When the student completes the class methods, he has the written details of a year's program and he has had some actual teaching experience before he begins his student teaching.

The university is organized to teach the academic disciplines, and this is the part of the teacher education program which it is best equipped to do. However, questions have been raised as to whether the academic preparation at the university is really adequate for teaching the subject matter taught in the public schools (44).

In regard to how successful our teacher preparation is in our educational institutions, Steinhaus (40, p. 100) says:

Too many of our teacher education institutions are still in the ball bouncing, leg-swinging, and whistle blowing stage of our evaluation. Their graduates construct neat teaching units but too often lack the artistry to help young people to redirect their own lives.

The increasingly important and complex task of the teacher or leader of health, physical education, and recreation demands quality programs of professional preparation (28). Prospective teachers of physical education must have such qualities as intellectual curiosity, a wide breadth of interest, open-mindedness, good judgement, dependability, creativeness, and a professional spirit. He further states that upon completing his four year training program, a physical education major expects to be prepared in a variety of experiences that will enable him to more nearly reach the ideal image of the well-rounded physical educator, this burden falls squarely upon the members of the departments of physical education (25).

No consistent, agreed upon set of values approaches to valuing pervade the preparation program. The student adjusts to one set of values pertaining to the use of theory, research, and inquiry within the university context and then to another, pertaining to survival and the perpetuation of existing practices during his apprenticeship. In contrast to other professions, professional attitudes and skills in teaching are left in large measure to chance. In the majority of teacher-preparing institutions, the future teacher takes a few scattered courses in education as an undergraduate while pursuing his degree. The education courses are regarded by many simply as necessary requirements to be met (16). There is significant evidence to support the

assumption that courses should not be offered unless they can be meaningful (relevant) to the student (1).

Many studies have been done in an attempt to investigate the relationship between professional preparation courses in physical education and evaluations of the physical educator's on the job performance. There are numerous disagreements as to what should be included in the sequence of different types of courses in the professional preparation curriculum of physical education teachers (24).

Each individual's needs are different; therefore, the curriculum prescribed should depend upon those needs and a set pattern for all students should not be attempted (24). There is yet to be developed a system of mass schooling in which both induction into the academic disciplines and the process of social and personal maturation can be fostered equally well by the same sort of teacher, at the same time, in the same school (24).

The twentieth century has brought educators to the stark realization that education has not completely fulfilled its mission to help youngsters adjust to the social, economic, and political maladies of this era. Teacher preparation institutions are challenged to offer vital, relevant preparation, enabling teachers to develop sensitivity, humaneness, and efficacy in the classroom. Evaluation is necessary to determine if teachers are adequately prepared for the challenges of our changing classrooms. (20, p. 66)

#### University Supervisor Assistance

It is the responsibility of the college supervisor to see that student teachers under his supervision are prepared for their student teaching

experience. As the college representative, he carried the responsibility of the overall supervisory instruction provided for the student teacher (2).

The goals and objectives are the appropriate place to begin planning and working for both supervision and evaluation of the student teacher (22). Bennie (2) points out that student teachers should have an understanding of the objectives of student teaching and be acquainted with the type of activities which help attain these objectives. He says the basic goals and objectives for the student teaching experience are usually transmitted to the cooperating teacher and the student teacher through a student teaching handbook or some other appropriate written communication. The university supervisor may follow up with further clarification during pre-student teaching conferences that are held prior to the student teaching experience (2).

The university supervisor accepts a variety of responsibilities. His role is obviously one of administering, directing, guiding and adapting the complexity or "conglomeration" of activities in which the student teacher will participate (18).

Cordts (7, p. 75) surveyed college supervisors, cooperating teachers and student teachers in physical education. They were asked to respond to: "What can college supervisors do to help cooperating teachers?" and "What can college supervisors do to help student teachers?" The response to the first question by the college supervisors were:

1. Establish rapport and maintain liaison between cooperating schools and the university.

2. Make regular visits.
3. Provide extensive background information about the assigned student teacher before the assignment starts.
4. Assist and stimulate the cooperating teacher in his planning and for providing an outstanding experience for the students.
5. Conduct seminars or workshops based on needs and interest of local cooperating teachers.
6. Provide guidance in techniques of supervision.
7. Provide a complete resume of the cooperating teacher's responsibilities, including evaluation criteria and a firm understanding of the grading system.

The college supervisor's responses to the second question, "What can be done to help the student teachers?" were:

1. Provide good discussion of student teaching experiences in seminar sessions.
2. Re-emphasize self evaluation during the student teaching experience and assist him as necessary.
3. Visit him often in order to evaluate and direct progress.
4. Help bridge the gap between theory and practice.
5. Demonstrate enthusiasm and pride in the profession.
6. Help him find direction in teaching physical education.
7. Give direct assistance in meeting problems either through thinking, research, or suggestion.

8. Foster self-confidence through assuring success.

Another interesting part of Cordt's survey was the student teacher's expectations of assistance from the college supervisor. They said:

1. Observe at least three times during the quarter.
2. Offer constructive criticism.
3. Arrange for experiences at all levels.
4. Follow up student teaching by offering advice in finding positions.
5. Coordinate observations of the cooperating teacher and the supervisor.
6. Place them in a school system best situated and more suited to him.
7. Assist in self evaluation.
8. Suggest solutions to problems which arise.

Practically all of the important tasks which are performed by the college supervisor are involved in some aspect of personal relations. Meeting the student teacher would be considered the first contact of many that the college supervisor will make. The proper placement of the student teacher can be considered an act involving public relations. Because of his having previous contacts with the administrator and the school the college supervisor is in the best position to make this placement. His role is extended to that of being an all-inclusive representative of the college in regard to establishing good public relations (18).

Evaluation should be a cooperative and continuous effort throughout the student teaching experience. Self-evaluation is one way the student teacher can contribute toward evaluation. The accurate and continuous feedback provided by the cooperating teacher is a good way of aiding evaluation processes (22). The college supervisor is in an unique position to determine the success of student teachers and the student teaching program (18). Jordan (22) says, college supervisors should strive to provide periodic evaluations and discussions of the student teacher's performance and progress with both the cooperating teacher and student teacher.

It is important that the college supervisor make sufficient observations and the individual conferences be held following observations to allow for exchange of ideas and cooperative evaluation (17). Hilliard (19) points out that conferences provide the testing grounds in which the student teacher organizes, synthesizes, and assimilates the experiences of student teaching. The college supervisor or director of student teaching is the one person to whom both the student teacher and the cooperating teacher should feel responsible (11). The college supervisor's central purposes are to share with the cooperating teacher the guidance of the student teacher's progress and to facilitate the overall student teaching program in any desirable way by functioning as:

A liaison person between the cooperating school and the college.  
A supervising instructor for student teachers.

A co-worker with the principal and cooperating teacher in the guidance and analysis of the student teaching experiences. (19, p. 4)



Haines (17) notes the importance of seminars which provide good avenues of supervision. Seminars organized by college personnel provide opportunities for student teachers to clarify their understanding of their responsibilities; to seek help on personal and professional problems; to plan and evaluate their experiences; and to share ideas and materials with other student teachers (19). Bennie (2) observes that most student teaching programs include regular seminar or discussion meetings between the college supervisor and the student teachers in his care. He concludes that most student teachers need help with such problems as planning their work, selecting materials, adapting the work to the level and understanding of their pupils, and evaluating pupil progress. The seminar should synthesize the students' professional study into a workable and effective teaching performance. Good supervision is based on mutual respect, cooperative efforts, and a common understanding of the goals, the approaches to those goals, and the progress being made toward their attainment.

#### Cooperating Teacher Assistance

The focal point of a successful student teaching experience is the cooperating teacher in whose classroom the student teacher is assigned (2). Stiles (41, p. 269) defines the cooperating teacher as one ". . . in whose class or classes and under whose supervision the college student does his student teaching."

Generally, student teachers seem to be greatly influenced by their cooperating teachers in methods of teaching, techniques of classroom

housekeeping and relationships with children (26). It is common knowledge, according to Bennie (3), that among the most persistent problems in the student teaching field is the lack of qualified supervising (cooperating) teachers. Educators are realizing that cooperative teacher education programs are necessary if prospective teachers are to receive high quality, relevant experiences during their years of preparation (31).

In a study conducted by Bennie (3, p. 2) it was noted that fewer than one-half of the teacher training institutions that responded to the questionnaire indicated that they offered a course or workshop on the supervision of student teaching. The following topics were rated as essential content in an in-service course by Bennie and others: planning with student teachers; evaluation of student teachers; conferences with student teachers; purposes of student teaching; orientation of student teachers; role of the college supervisor; and activities in which the student teacher should participate. Other topics to be considered were: legal rights and liabilities of student teachers; student teacher trends and issues; the professional preparation sequence; screening procedures for student teachers; college student teaching placement procedures; and professional organizations.

University supervisors are responsible for recommending qualifications of cooperating teacher for student teachers. Suggested guidelines for selecting supervising teachers are:

1. Is interested in and enjoys teaching.
2. Knows and practices democratic values.
3. Works well with people.

4. Is sensitive to the needs of others.
5. Is creative, willing to experiment, and to evaluate (his) own teaching.
6. Is a mature, well-adjusted person.
7. Is willing to accept ideas as well as give them.
8. Meets existing situations with a positive attitude.
9. Is able to evaluate objectively his own abilities and progress.
10. Possesses good appearance and health. (35, p. 144)

Perhaps, the most distinguishing characteristic of the effective, cooperating teacher is his ability to bring all relevant knowledge and skills to bear on problems encountered in the classroom whether they be those of discipline or those developing the rational powers of the students. (6, p. 137)

Providing the quality of guidance that will stress the proper relationship between theory and practice is the important responsibility of the college supervisor and the cooperating teacher (19). Courses in educational theory precede experiences in student teaching in nearly all teacher education programs. Therefore, some provision must be made to help the student teacher see the connection between what he has learned in his general and professional education courses and what he is expected to do as a teacher in a classroom (6).

Because of the influence of cooperating teachers, observations of the important responsibilities of these teachers related to linking theory to practice are made by Chambers (6). He says, the cooperating teacher should encourage student teachers to make a practice of thinking over all areas of his pre-training theory when faced with solving a problem. Must can be drawn from his many learning experiences if he allows himself to take the time to let his better judgement prevail (6).

McAulry (26, p. 83) conducted a study involving three classroom teachers who had served as cooperating teachers to six first year teachers.

The purpose of the study was to determine the extent of influence the cooperating teacher has upon a student teacher. He concluded that the methods and techniques learned from a cooperating teacher seem to give security and initiation to the young teacher and that student teaching experiences seem to have more influence on the methods, techniques and materials used by a beginning teacher than do college method courses.

According to Taylor and Drake (45, p. 27) cooperating teachers who work with student teachers have four general areas where they provide guidance: (1) orientation to classroom, students, and school; (2) induction; (3) supervision; and, (4) evaluation of this own student teaching. Orientation is the process of assisting the student teacher to become acquainted with the environment in which he will work and with the teaching process.

Induction is the time when the student teacher becomes gradually involved in teaching tasks. To help with the induction phase Garner (15, p. 104) provides the following generalizations and suggestions to those involved in the laboratory experiences of teacher education:

1. Classroom planning which proceeds on a cooperative basis develops better understanding between cooperating teacher and student teacher.
2. Develop classroom assignments cooperatively.
3. Cooperating teachers exemplify an attitude of friendliness.
4. Allow student teacher to become acquainted before the actual student teaching experience begins.
5. Allow the student teacher to choose his initial experiences.
6. Provide the student teacher with background material on the pupils. (15, p. 104)

In regard to supervision, Taylor and Drake (45, p. 29) noted that "one of the most common disappointments expressed by student teachers is

that there was an inadequate analysis made of their teaching performance. " Furthermore, it is important to provide encouragement by commenting on the student teachers' strengths and by pointing out his weaknesses and suggesting specific ways that he might improve.

Cooperating teachers should provide opportunities for student teachers to conference with them and then provide a detailed plan or outline in arriving at solutions to the various problems the student teacher may be encountering (6). In the process of evaluation conferences, both the quick before and after class, and the longer well planned ones, are very beneficial to the student teacher (45). The cooperating teacher can capitalize upon the opportunity to make the student teacher thoughtful about his work rather than inducing within him a recognition that certain special methods are good and certain other special methods are bad (19).

In an attempt to clarify what the student teacher feels his needs of a cooperating teacher are, Dr. McConnell (27, p. 84) compiled two lists to be given to student teachers and supervising teachers. They could be used as guides of helpful suggestions during the student teaching experiences.

How supervising teachers helped student teachers:

1. Discussed a philosophy of education with use and gave specific examples of its application in classroom situations.
2. Help and criticism were given immediately after a lesson while the situation was fresh.
3. Gave us an understanding of outside professional activities; tried to build a professional attitude.
4. Gave general over-all view of work for entire semester.
5. Gave us freedom in the classrooms to express our own ideas and those we have acquired and to try out different techniques.
6. Explained the routine of the school as well as of the classroom.
7. Showed us how to set up a schedule and follow it.

8. Explained the use of all materials, etc.
9. Explained all secretarial work--report cards, absence slips, rollbook, etc.

Student teachers wished they had:

1. Held more conferences and discussions with us.
2. Given use more criticism--good or bad.
3. Offered concrete suggestions for improvement.
4. Told us more about the background of each student or let us see the folders or records containing this information.  
(27, p. 84)

As pointed out by Bennie (2, p. 40) the role of the cooperating teacher is summarized in a bulletin of association for student teaching. It includes:

1. Planning for the initial orientation of the student teacher to the classroom and to the school.
2. Acquainting himself with the program of student teaching as proposed by the college.
3. Familiarizing himself with the background of the student teacher (through materials sent by the university.)
4. Creating an atmosphere of acceptance of the student on the part of himself, the pupils, the faculty and the community.
5. Introducing the student teacher to classroom routines and instructional procedures.
6. Providing opportunities for observation and participation on the part of the student teacher in various classes and extra-class activities.
7. Acquainting the student teacher with pupil personnel records and the manner in which they are kept and used.
8. Acquainting the student teacher with instructional materials, supplies and equipment available to him.
9. Establishing a climate in which the student teacher may gradually develop skill in planning and continuously evaluate his own planning procedures.
10. Treating the student teacher as a co-worker rather than a subordinate.
11. Providing opportunities for the student teacher to test theory in practice in a variety of classroom and extra-class situations.
12. Arranging the schedule for actual teaching experiences by the student teacher.
13. Providing for continuous evaluation of the student's teaching through frequent planned conferences, weekly report sheets, self-evaluation by the student teacher, and check lists.

14. Guiding the student teacher in attaining cooperatively established objectives.
15. Providing opportunities for professional growth through attendance at professional meetings, staff meetings, use of library, and by building a personal library.
16. Providing opportunities and time for conferences with the student teacher.
17. Serving as a consultant to former students in in-service situations.

Many of the areas identified in which cooperating teachers provided assistance were by some studies shown to have been assisted more by the college supervisor. Because of the overlapping in many of the areas of supervision, both the college supervisor and the cooperating teacher need to cooperate in providing help in these situations (2).

In concluding the review of literature on the evaluation of crucial aspects related to the student teaching program, the following observations were made: there will always be some issues to be resolved; student teaching continues to function with somewhat apparent success; and, that with continued research and evaluation by those who are responsible for preparing and improving the professional training of teachers and leaders, the challenge of upgrading the professional preparation and providing for the needs of the potential teacher will be met.

## ANALYSIS OF DATA

The purpose of this study was to conduct an opinion survey of recent graduates in order to assess the degree of achievement the objectives, methods and procedures were effectively being accomplished in the professional preparation of student teachers in physical education at Utah State University.

Questionnaires were mailed to 163 graduates and administered to 31 student teachers who were currently completing their student teaching experience in physical education. One hundred four usable questionnaires were returned, or a return of 54 percent.

The material for this chapter is presented in three areas related to the professional preparation of student teachers. The specific areas considered were: (a) the pre-student teaching preparation program, (b) the university supervisor assistance, and (c) the cooperating teacher assistance. Analysis of the data includes response frequencies and percentages for each item appearing under the specific headings. All data were tabulated, analyzed and discussed together so that comparisons might be made between opinions of male and female respondents as well as over-all total computations involved in deciding the effectiveness of the various aspects considered.

Sixty percent of the respondents participating in this study were male and 40 percent were female (Table 1).



TABLE 1. -- Number and percent of male and female respondents

Category	Number of Responses	Percentages
Male	62	60.0
Female	42	40.0

#### Pre-student Teacher Preparation

An attempt was made to determine to what degree the requirements related to preparing students for student teaching were effective in developing an understanding of the objectives, methods and procedures.

Graduates indicated their perceptions of how valuable their preparatory programs were in preparing them to teach by marking (a) no achievement, (b) fair achievement, (c) adequate achievement, (d) strong achievement, or (e) complete achievement.

A summary of responses and percentage figures indicating how helpful the pre-student teacher preparation was in preparing graduates to teach should provide guidelines for possible curriculum changes related to methods and procedures used in training teachers.

As shown in Table 2, two-thirds of the areas considered were shown to be 60 percent or more in the adequate and strong categories of accomplishment. Eight-five percent of the items considered were marked in the complete category. However, 50 percent or more of the respondents indicated

that the following areas were below adequate in regard to effective fulfillment of an affirmative preparation to good teaching:

Item 6, Table 2, more than half of the respondents indicated that they were not adequately schooled in "workable discipline methods."

Item 8, "How various school services affect the life of a student," one-fourth of the student teachers indicated that they experienced no instructional assistance regarding this area of their preparation.

The over-all response to Item 11 showed that 17 percent of the respondents indicated that no "techniques in self-disciplining" were provided in their preparation program.

More than one-half of the student teachers responding to Item 4 felt that the program did not foster an adequate understanding of "the need to consider the social and cultural backgrounds of students" and how they affect the teaching assignment.

Item 12, "Techniques for communicating with parents," was regarded by more than 50 percent of the student teachers as being inadequate in providing for suggestions or procedures to be used in the actual teaching experience.

As noted above, the items were associated with teaching situations that may be indirectly related to the actual process of instruction.

The respondents indicated that the following items were considered to be the most adequately accomplished in regard to effective preparation for teaching:

TABLE 2.--Respondents' evaluation of the effectiveness of the pre-student teacher preparation program

Item	Number of Responses			Percentages		
	M	F	Total	M	F	Total
1. <u>Broadened your philosophy of physical education</u>						
None	1	2	3	1.61	4.25	2.81
Fair	9	5	14	14.52	11.91	13.46
Adequate	20	15	35	32.26	35.71	33.65
Strong	30	20	50	48.39	47.62	48.08
Complete	2	0	2	3.23	0.00	1.92
2. <u>Provided you with a definition of education</u>						
None	0	0	0	0.00	0.00	0.00
Fair	5	9	14	8.06	23.08	13.86
Adequate	22	15	37	35.48	38.46	36.63
Strong	23	9	32	37.10	23.08	31.68
Complete	12	6	18	19.35	15.38	17.83
3. <u>Provided learning situations that would link theory with practice</u>						
None	0	1	1	0.00	2.38	0.97
Fair	19	10	29	31.15	23.81	28.16
Adequate	21	11	32	34.43	26.19	31.06
Strong	18	19	37	29.51	45.24	35.92
Complete	3	1	4	4.92	2.38	3.88
4. <u>Established the need for understanding the social and cultural background of students</u>						
None	6	9	15	9.68	21.95	14.56
Fair	25	16	41	40.32	39.02	39.81
Adequate	20	10	30	32.26	24.39	29.13
Strong	11	4	15	17.74	9.76	14.56
Complete	0	2	2	0.00	4.88	1.94

TABLE 2. --Continued

Item	Number Responses			Percentages		
	M	F	Total	M	F	Total
5. <u>Developed an understanding of adolescent growth and development</u>						
None	3	2	5	4.92	4.76	4.85
Fair	12	10	22	19.67	23.81	21.36
Adequate	31	22	53	50.82	52.38	51.46
Strong	14	6	20	22.95	14.29	19.42
Complete	1	2	3	1.64	4.76	2.91
6. <u>Outlined workable discipline methods</u>						
None	7	4	11	11.29	10.00	10.78
Fair	21	20	41	33.87	50.00	40.20
Adequate	23	14	37	36.51	35.00	36.27
Strong	11	2	13	17.74	5.00	12.75
Complete	0	0	0	0.00	0.00	0.00
7. <u>Developed a personal value system about teaching</u>						
None	0	0	0	0.00	0.00	0.00
Fair	12	6	18	19.67	14.63	17.65
Adequate	20	15	35	32.79	36.59	34.31
Strong	25	17	42	40.98	41.96	41.18
Complete	4	3	7	6.56	7.32	6.86
8. <u>Provided information of how various school services affect the life of a student</u>						
None	11	14	25	18.03	35.00	24.75
Fair	29	15	44	47.54	37.50	43.56
Adequate	15	8	23	24.59	20.00	22.77
Strong	5	1	6	8.20	2.50	5.94
Complete	1	2	3	1.64	5.00	2.97

TABLE 2.--Continued

Item	Number of Responses			Percentages		
	M	F	Total	M	F	Total
9. <u>Established a relationship between your field and different subject matter areas</u>						
None	5	3	8	8.47	7.32	7.92
Fair	19	11	30	32.20	26.83	29.70
Adequate	20	20	40	33.90	48.74	39.60
Strong	11	5	16	18.64	12.20	15.84
Complete	5	2	7	8.47	4.88	6.93
10. <u>Outlined the teacher's role in the school with regard to extra-curricular activities</u>						
None	4	5	9	6.56	11.90	8.74
Fair	12	13	25	19.67	30.95	24.27
Adequate	27	10	37	44.26	23.81	35.92
Strong	14	9	23	22.95	21.43	22.33
Complete	4	5	9	6.56	11.90	8.74
11. <u>Recommended techniques for initiating self-discipline among students</u>						
None	11	6	17	18.03	15.00	16.83
Fair	18	24	42	29.51	60.00	41.58
Adequate	25	6	32	40.98	15.00	31.68
Strong	6	2	8	9.84	5.00	7.92
Complete	1	2	3	1.64	5.00	2.97
12. <u>Outlined techniques for communicating with parents and other adults</u>						
None	12	14	26	20.00	35.00	26.00
Fair	20	15	35	33.33	37.50	35.00
Adequate	22	8	30	36.67	20.00	30.00

TABLE 2. --Continued

Item	Number of Responses			Percentages		
	M	F	Total	M	F	Total
12. Continued						
Strong	6	3	9	10.00	7.50	9.00
Complete	0	0	0	0.00	0.00	0.00
13. <u>Provided experiences in developing teaching materials</u>						
None	1	2	3	1.61	4.88	2.91
Fair	7	12	19	11.29	29.27	18.45
Adequate	15	10	25	24.19	24.39	24.27
Strong	30	9	39	48.39	21.95	37.86
Complete	9	8	17	14.52	19.51	16.50
14. <u>Aided in developing skills in evaluating teaching materials</u>						
None	4	6	10	6.56	14.63	9.80
Fair	6	11	17	9.84	26.83	16.67
Adequate	23	11	34	37.70	26.83	33.33
Strong	25	10	35	40.98	24.39	34.31
Complete	3	3	6	4.02	7.32	5.83
15. <u>Prepared you to evaluate pupil progress</u>						
None	0	6	6	0.00	14.63	6.06
Fair	12	7	19	20.69	17.07	19.19
Adequate	20	13	33	34.48	31.70	33.33
Strong	22	9	31	37.93	21.95	31.31
Complete	4	6	10	6.90	14.63	10.10
16. <u>Provided methods in analyzing teaching skills</u>						
None	0	1	1	0.00	2.44	0.97
Fair	7	8	15	11.29	19.51	14.56
Adequate	28	13	41	45.16	31.71	39.81

TABLE 2. --Continued

Item	Number of Responses			Percentages		
	M	F	Total	M	F	Total
16. Continued						
Strong	18	16	34	29.03	39.02	33.01
Complete	9	3	12	14.52	7.32	11.65
17. <u>Emphasized the need for developing new knowledge</u>						
None	1	1	2	1.72	2.38	2.00
Fair	3	5	8	5.17	11.90	8.00
Adequate	17	17	34	29.31	40.48	34.00
Strong	31	11	42	53.45	26.19	42.00
Complete	6	8	14	10.34	19.05	14.00
18. <u>Provided an awareness as to how your subject has been taught in past years</u>						
None	3	1	4	5.00	2.44	3.96
Fair	11	11	22	18.33	26.83	21.78
Adequate	18	14	32	30.00	34.15	31.68
Strong	22	10	32	36.67	24.39	31.68
Complete	6	5	11	10.00	12.20	10.89
19. <u>Provided adequate training related to testing specific skills in physical education</u>						
None	1	0	1	1.61	0.00	0.96
Fair	4	9	13	6.45	21.43	12.50
Adequate	18	10	28	29.03	23.81	26.92
Strong	27	19	46	43.55	45.24	44.23
Complete	12	4	16	19.35	9.52	15.38
20. <u>Fostered a desire to be innovative</u>						
None	2	0	2	3.39	0.00	1.98
Fair	10	8	18	16.95	19.05	17.82
Adequate	22	15	37	37.29	35.71	36.63
Strong	20	18	38	33.90	42.86	37.62
Complete	5	1	6	8.47	5.94	5.94

M = Male. F = Female.

In Item 1, 50 percent of the student teachers indicated that they were well prepared in regard to "broadening their philosophy of physical education."

In regard to Item 2, more than two-thirds of the student teachers indicated that the preparatory program fostered within them a "meaningful definition of education."

In the areas "providing experiences in developing teaching materials," Item 13, more than half of the respondents indicated that they experienced sufficient instruction.

More than half of the respondents indicated that the program did "emphasize the need for developing new knowledge," as stated in Item 17.

The process of evaluating student progress in physical skills is considered to be one of the most important duties performed by teachers. Two-thirds of the student teachers responding to Item 19 indicated that they were more than adequately prepared in areas "related to testing specific skills in physical education."

The highest percent of difference between male and female opinion regarding the below adequate preparation was found in the following items:

In Item 11, 48 percent of the males compared to 75 percent of the females indicated that the preparation involving "techniques for initiating self-discipline among students" was below adequate.

A difference of opinion is shown in Item 12 involving "communication with parents." One-half of the males compared to three-fourths of the female indicated that they did not receive adequate help in fostering these techniques.



Item 13 showed that 34 percent of the females compared to 13 percent of the males found their experiences "in developing teaching materials" were insufficient in regard to effective preparation.

To insure an effective instruction, a teacher must be constantly "evaluating his teaching materials," Item 14. Forty-two percent of the females compared to 17 percent of the males indicated that their schooling did not adequately prepare them to meet this objective.

A comparison of male and female opinions indicated a marked difference regarding the above adequate preparation in Items 2, 13, 14, and 17.

Fifty-six percent of the males compared to 38 percent of the females indicated in Item 2 that their preparation program "fostered a meaningful definition of education."

"In developing teaching materials," Item 13, almost two-thirds of the males compared to less than one-half of the females indicated that the program provided an above adequate number of experiences.

"In developing skills for evaluating teaching materials," Item 14, 45 percent of the males compared to 39 percent of the females were in the upper two categories.

In Item 17, a ratio of approximately three male to two female respondents indicated that the program sufficiently "emphasized the need for developing new knowledge."

The participants involved in this study were of the opinion that the pre-student teaching preparatory program was for the most part adequate. However, they identified four items as being below adequate, thus, indicating a need for special consideration for improving the effectiveness of the program related to these areas.

The effects the school services have on the life of a student are by many considered immeasurable aspects of education. On all levels in education there are few teaching situations that are not directly affected by the quality of the various kinds of services. As indicated by the response shown in this study, there appears to be a definite need to emphasize this area more strongly in the subject matter taught.

The need for efficient communication between school and parents is more evident today than it has ever been before. The many changes and innovations that are constantly taking place in the modern school call for methods that will clearly tell the story to concerned parents. Much can be done to foster a better understanding of "how to tell the school story." Perhaps by recognizing the need and suggesting various methods for communicating with parents can be correlated with many parts of the subject matter that is prescribed.

The social and cultural backgrounds of the student is an area that must be considered essential to his education. The teacher must be equipped with an appreciation of the various kinds of people with whom he will be

teaching. Much of the success he will experience will depend on his ability to identify the needs of his students.

Taylor (44, p. 532) may have implied the feeling of many educators when he said, "The university is organized to teach the academic disciplines, and this is the part it is best equipped to do." Like all other areas responsible for the training in education, perhaps a need for the reorganization of what the university is equipped to do is now immediate.

Table 3 is a summary of a comparison of the opinions of the student teachers who were currently completing their student teaching with those who had graduated within the past five years.

The analysis of data shows a marked difference of opinion regarding the below adequate assistance related to Item 10 - The relationship between physical education and other subject areas. The current student teachers strongly indicated a feeling of less achievement in these two areas.

A marked difference of opinion regarding the above adequate preparation was shown in areas connected with Item 1 - The philosophy of physical education, Item 3 - Linking theory with practice, Item 15 - Evaluating pupil progress, and Item 20 - Fostering a desire to be innovative. The graduates felt the assistance was strong in Items 3 and 15 while the present student teachers indicated a higher degree of accomplishment in Items 1 and 20.

The current male student teachers strongly indicated a feeling of low achievement compared to the male graduates in the following items: 8 -

TABLE 3.--Comparison of percentage responses between student teachers and graduate participants regarding the pre-student teaching preparation program

Item	Student Teachers					Graduates				
	Complete	Strong	Adequate	Fair	None	Complete	Strong	Adequate	Fair	None
1.										
M	00.0	77.8	16.7	5.6	00.0	4.5	36.4	38.6	18.2	2.3
F	00.0	61.5	15.4	23.1	00.0	00.0	41.4	44.8	6.9	6.9
Total	00.0	71.0	16.1	12.9	00.0	2.7	39.4	41.1	13.7	4.1
2.										
M	27.8	33.3	33.3	5.6	00.0	16.9	38.6	36.4	9.1	00.0
F	7.7	15.4	38.5	38.5	00.0	19.2	26.9	38.5	15.4	00.0
Total	19.4	25.8	35.5	19.4	00.0	17.1	34.3	37.1	11.4	00.0
3.										
M	00.0	22.2	55.6	22.2	00.0	7.0	32.6	25.6	34.9	00.0
F	7.7	23.1	38.5	30.8	00.0	00.0	55.2	20.7	20.7	3.5
Total	3.2	22.6	48.4	25.8	00.0	4.2	41.7	23.6	29.2	1.4
4.										
M	00.0	11.1	38.9	38.9	11.1	00.0	20.5	29.5	41.0	9.1
F	00.0	23.1	15.4	23.1	38.5	7.1	3.6	28.6	46.9	14.3
Total	00.0	16.1	29.0	32.3	22.6	2.8	13.9	29.2	43.1	11.1
5.										
M	5.6	22.2	44.4	27.8	00.0	00.0	23.3	53.5	16.3	7.0
F	7.7	23.1	46.2	15.4	7.7	3.6	10.7	57.1	28.6	3.6
Total	6.5	22.6	45.2	22.6	3.2	1.4	18.1	54.2	20.8	5.6
6.										
M	00.0	16.7	38.9	33.3	11.1	00.0	18.2	36.4	34.1	11.4
F	00.0	16.7	33.3	33.3	16.7	00.0	00.0	35.7	57.1	7.1
Total	00.0	16.7	36.7	33.3	13.3	0.00	11.1	36.1	43.1	9.7
7.										
M	16.7	33.3	22.2	27.8	00.0	2.3	20.9	37.2	16.3	00.0
F	8.3	58.3	2.5	8.3	00.0	6.9	34.5	41.4	17.2	00.0
Total	13.3	43.3	23.3	20.0	00.0	4.2	40.3	38.9	16.7	00.0

TABLE 3. --Continued

Item	Student Teachers					Graduates				
	Complete	Strong	Adequate	Fair	None	Complete	Strong	Adequate	Fair	None
8.										
M	00.0	5.6	22.2	55.6	16.7	2.3	9.3	25.6	20.9	18.6
F	9.1	00.0	27.3	36.4	27.3	3.4	3.4	17.2	37.9	37.9
Total	3.5	3.5	24.1	48.3	20.7	2.8	6.9	22.2	41.7	26.4
9.										
M	5.6	16.7	27.8	44.4	5.6	9.5	19.0	35.7	26.2	9.5
F	8.3	00.0	41.7	33.3	16.7	3.4	17.2	51.7	24.1	3.4
Total	6.7	10.0	33.3	40.0	10.0	7.0	18.3	42.3	25.4	7.0
10.										
M	5.6	22.2	22.2	44.4	5.6	7.0	23.3	53.5	9.3	7.0
F	16.7	33.3	16.7	25.0	8.3	10.0	16.7	26.7	33.3	13.3
Total	10.0	26.7	20.0	36.7	6.7	8.2	20.5	42.5	19.2	9.6
11.										
M	5.6	11.1	33.3	44.4	5.6	00.0	9.3	20.9	23.3	23.3
F	16.7	00.0	16.7	50.0	16.7	00.0	7.1	14.3	64.3	14.3
Total	10.0	6.7	26.7	46.7	10.0	00.0	8.5	32.4	39.4	19.7
12.										
M	00.0	5.6	33.3	27.8	33.3	00.0	11.9	38.1	35.7	14.3
F	00.0	8.3	16.7	41.7	33.3	00.0	7.1	21.4	35.7	35.7
Total	00.0	6.7	26.7	33.3	33.3	00.0	10.0	31.4	35.7	22.9
13.										
M	22.2	50.0	16.7	11.1	00.0	11.4	47.7	27.3	11.4	2.3
F	00.0	41.7	25.0	25.0	8.3	27.6	13.8	24.1	31.0	3.4
Total	13.3	46.7	20.0	16.7	3.3	17.8	34.2	26.0	19.2	2.7
14.										
M	00.0	50.0	38.9	5.6	5.6	7.0	37.2	37.2	11.6	7.0
F	7.7	16.7	25.0	33.3	16.7	6.9	27.6	27.6	24.1	13.8
Total	3.3	36.7	33.3	16.7	10.0	7.0	33.3	33.3	16.7	9.7

TABLE 3. --Continued

Item	Student Teachers					Graduates				
	Complete	Strong	Adequate	Fair	None	Complete	Strong	Adequate	Fair	None
15.										
M	00.0	22.2	55.6	22.2	00.0	10.0	45.0	25.0	20.0	00.0
F	00.0	25.0	50.0	7.7	16.7	20.7	20.7	24.1	20.7	13.8
Total	00.0	23.3	53.3	16.7	6.7	14.5	34.8	24.6	20.3	5.8
16.										
M	21.1	21.1	47.4	10.3	00.0	11.6	32.6	44.2	11.6	00.0
F	7.7	33.3	33.3	16.7	7.7	6.9	41.4	31.0	20.7	00.0
Total	16.1	25.8	50.0	13.0	3.2	9.7	36.1	38.9	15.3	00.0
17.										
M	11.1	44.4	33.3	5.6	5.6	10.0	57.5	27.5	5.0	00.0
F	25.0	16.7	41.7	16.7	00.0	16.7	30.0	40.0	10.0	3.3
Total	16.7	33.3	36.7	10.0	3.3	12.9	45.7	32.9	7.1	1.4
18.										
M	11.1	38.9	22.2	27.8	00.0	9.5	35.7	33.3	14.3	7.1
F	16.7	25.0	33.3	16.7	7.7	10.3	24.1	34.5	31.0	00.0
Total	13.3	33.3	26.7	23.3	3.3	9.9	31.0	33.8	21.1	4.2
19.										
M	29.4	35.3	29.4	5.9	00.0	14.6	48.8	29.3	4.9	2.4
F	7.7	41.7	16.7	33.3	00.0	10.0	46.7	26.7	16.7	00.0
Total	20.7	38.0	24.1	17.2	00.0	12.7	47.9	28.2	9.9	1.4
20.										
M	11.1	33.3	33.3	46.7	5.6	7.3	34.1	39.2	17.1	2.4
F	7.2	66.6	16.7	7.7	00.0	00.0	33.3	43.3	23.3	00.0
Total	10.0	46.7	26.7	13.3	3.3	4.2	33.8	41.0	19.2	1.4

M = Male. F = Female.

How various school services affect the life of a student, 10 - Extra-curricular activities, and 20 - The desire to be innovative.

The male graduates indicated a stronger achievement than the current male student teachers on Item 15 - Evaluating pupil progress. However, the current male student teachers indicated a stronger achievement in the area of Item 1 - Broadening your philosophy of physical education, and Item 7 - Developing a personal value system about teaching.

The items indicating differences in the female opinions regarding the below adequate preparation showed that the current students felt that they were less effectively prepared in comparison to the female graduates on the following items: 2 - Responsible for defining physical education, and 9 - Establishing a relationship between physical education and other subject areas.

The items showing a marked difference in the female opinions regarding the above adequate preparation were in areas related to (Item 1) - Fostering a philosophy of physical education, (Item 2) - Defining physical education, (Item 3) - Linking theory with practice, (Item 7) - Developing a value system about teaching, (Item 10) - The teachers' roll in regard to extra-curricular activities, and (Item 20) - Being innovative. The female students felt the assistance to be more effective in Items 1, 7, 10 and 20 while the graduates indicated a higher degree of accomplishment in Items 2 and 3.

The principle involvement of the present student teachers and the graduates having been away from the program for various lengths of time may account for some of the differences indicated in the student teachers

over-all responses. A changing philosophy of current needs may have also had some affect on how the participants responded to the items.

Tables 4 through 7 provide a direct yes or no response denoting the opinions of the participating graduates. As indicated in Table 4, 72 percent of the respondents were of the opinion that the classes related to teaching the philosophy of physical education were meaningful and associated with their particular educational interest.

Table 5 shows that 72 percent of the respondents felt that the preparatory program provided them with the meaningful definition of physical education. Only 28 percent, indicated the opposite to be true.

There are as many different definitions and philosophies as there are minds to conceive them. The challenge of the course curriculum is to foster situations where a consensus of opinion might more closely provide meaningful solutions for all concerned with the betterment of teaching.

Some of the participants indicate that their preparatory courses had no importance in relating what they should teach to how they should teach. However, more than two-thirds of the respondents indicated that the preparatory courses adequately induced processes explaining ways of linking theory to practice, while 32 percent felt they did not (Table 6).

The respondents strongly indicated that the preparatory courses provided adequate instruction in ways of changing and developing teaching methods and materials. As shown in Table 7, 77 percent of the respondents felt that



TABLE 4. --Opinions of respondents indicating the extent to which the required classes in philosophy fostered a broader over-all philosophy of physical education

Question	Respondents	
	Number	Percent
Were the classes involving the philosophy of physical education meaningful and related to your particular educational interest?		
1. Yes	64	71.9
2. No	25	28.1
Totals	89	100.0

TABLE 5. --Opinions of the participants in regard to the experiences that provided for an understanding or definition of physical education

Question	Respondents	
	Number	Percent
Did your preparatory program provide you with a clear meaningful definition of physical education?		
1. Yes	68	72.3
2. No	26	27.7
Totals	94	100.0

TABLE 6. --Opinions of respondents in regard to learning situations provided in the preparatory programs that would link theory with practice

Question	Respondents	
	Number	Percent
Were the procedures showing the processes of linking theory to practice adequately demonstrated in your preparatory courses?		
1. Yes	55	67.9
2. No	26	32.1
Totals	81	100.0

TABLE 7. --Opinions of respondents regarding the preparatory programs' success in fostering a desire within the student teacher to be innovative

Question	Respondents	
	Number	Percent
Did your course work in the preparatory program provide you with sufficient examples of how you might change teaching methods and procedures to make them more functional for you and the student?		
1. Yes	72	76.6
2. No	22	23.4
Totals	94	100.0

the preparatory program was successful in fostering a desire within the student teacher to prepare himself to be innovative in his teaching.

#### University Supervisor Assistance

The respondents were asked to indicate the value of the assistance rendered by the university supervisor during their student teaching experience. A summary of their responses and percentage figures is shown in Table 8.

Forty-one percent of the participants felt the assistance provided for "locating and utilizing teaching materials" was not sufficiently advised (Item 25).

Forty-four percent were of the opinion that the assistance related to "suggestions for a full year program in physical education" was not adequate (Item 29).

Almost one-half of the participants responding to Item 32 indicated that the "emphasis on extra-duties related to the teaching responsibilities" was not adequately promoted.

The respondents indicated the supervisor assistance to be above adequate in five areas.

In the area "assisted in setting teaching goals and objectives," (Item 22), more than one-half of the participants indicated that they experienced sufficient supervisory assistance.

More than two-thirds of the student teachers responding to Item 23 indicated that a "good attitude and feeling of pride for the profession" was more than adequately fostered by the supervisor.

TABLE 8.--The effectiveness of assistance given by the university supervisor

Item	Number of Responses			Percentages		
	M	F	Total	M	F	Total
21. <u>Encouraged you to develop your own teaching style</u>						
None	5	1	6	8.06	3.28	5.77
Fair	19	8	18	16.13	19.05	17.31
Adequate	21	14	35	33.87	33.33	33.65
Strong	22	17	39	35.48	40.48	37.50
Complete	4	2	6	6.45	4.76	5.77
22. <u>Assisted you in setting teaching goals and objectives</u>						
None	2	5	7	3.28	11.90	6.80
Fair	9	9	18	14.75	21.43	17.48
Adequate	12	12	24	19.67	28.57	23.30
Strong	29	14	43	47.54	33.33	41.75
Complete	9	2	11	14.75	4.76	10.68
23. <u>Stressed the importance of developing a good teaching attitude and pride in the profession</u>						
None	0	0	0	0.00	0.00	0.00
Fair	3	4	7	4.84	9.76	6.80
Adequate	6	5	11	9.68	12.20	10.68
Strong	28	21	49	41.16	51.22	47.57
Complete	25	11	36	40.32	26.83	34.95
24. <u>Provided teaching methods relating theory to practice</u>						
None	1	3	4	1.61	7.14	3.85
Fair	9	10	19	14.52	23.81	18.27
Adequate	19	12	31	30.65	28.57	29.81
Strong	26	15	41	41.94	35.71	39.42
Complete	7	2	9	11.29	4.76	8.65

TABLE 8. --Continued

Item	Number of Responses			Percentages		
	M	F	Total	M	F	Total
25. <u>Aided you in locating and utilizing teaching materials</u>						
None	6	9	15	9.83	21.43	14.56
Fair	13	14	27	21.31	33.33	26.21
Adequate	18	12	30	29.51	28.57	29.13
Strong	16	4	20	26.23	9.52	19.42
Complete	8	3	11	13.11	7.14	10.68
26. <u>Assisted you in selecting appropriate teaching media</u>						
None	4	10	14	6.45	23.81	13.46
Fair	15	12	27	24.19	28.57	25.96
Adequate	25	13	38	40.32	30.95	36.54
Strong	16	7	23	25.81	16.67	22.12
Complete	2	0	2	3.23	0.00	1.92
27. <u>Assisted you in working constructively with your cooperating teacher</u>						
None	4	7	11	6.67	17.07	10.89
Fair	10	7	17	16.67	17.07	16.83
Adequate	13	8	21	21.67	19.51	20.79
Strong	26	11	37	43.33	26.83	36.63
Complete	7	8	15	11.67	19.51	14.85
28. <u>Provided constructive criticism of your teaching</u>						
None	1	2	3	1.64	4.76	2.91
Fair	5	5	10	8.20	11.90	9.71
Adequate	8	16	24	13.11	38.10	23.30
Strong	29	12	41	47.54	28.57	39.81
Complete	18	7	25	29.51	16.67	24.27

TABLE 8. --Continued

Item	Number of Responses			Percentages		
	M	F	Total	M	F	Total
29. <u>Offered suggested for a full year program in physical education</u>						
None	6	18	24	10.17	42.86	23.76
Fair	8	12	20	13.56	28.57	19.80
Adequate	20	4	24	33.90	9.52	23.70
Strong	19	6	25	32.20	14.29	24.75
Complete	6	2	8	10.17	4.76	7.92
30. <u>Visited you often enough to make a valid observation of your teaching</u>						
None	4	5	9	6.67	12.16	8.91
Fair	10	7	17	16.67	17.07	16.83
Adequate	12	11	23	20.00	26.83	23.77
Strong	23	12	35	38.33	29.27	34.65
Complete	11	6	17	18.33	14.63	16.83
31. <u>Suggested positive and constructive approached to classroom control</u>						
None	2	8	10	3.23	21.05	10.00
Fair	9	8	17	14.52	21.05	17.00
Adequate	13	9	22	20.97	23.68	22.00
Strong	29	11	40	46.77	28.95	40.00
Complete	9	2	11	14.52	5.26	11.00
32. <u>Emphasized the extra duties for which you may be responsible</u>						
None	13	15	28	21.31	37.50	27.22
Fair	13	7	20	21.31	17.50	19.80
Adequate	19	13	32	31.15	32.50	31.68
Strong	14	4	18	22.95	10.00	17.82
Complete	2	1	3	3.28	2.50	2.97

M = Male. F = Female.

Almost two-thirds of the respondents indicated that they were more than adequately "provided with constructive criticism of their teaching" (Item 28).

Fifty-two percent of the student teachers indicated that an above adequate number of visits were made (Item 30).

More than one-half of the respondents indicated that the supervisor did adequately "suggest positive and constructive approaches to classroom control" (Item 31).

The highest percent of difference between male and female opinion regarding the below adequate university supervisor assistance was found in the following items.

Approximately one-third of the male compared to more than one-half of the female respondents indicated that the assistance offered in "locating and utilizing teaching materials" was insufficient (Item 25).

In regard to "assisting in the selecting of appropriate teaching media" (Item 25), 53 percent of the females compared to 30 percent of the males revealed that the assistance provided was considered inadequate.

Item 29 shows that 72 percent of the females compared to 24 percent of the males indicated that the "suggestions for a full year program" were insufficiently promoted by the university supervisor.

Forty-two percent of the females compared to 18 percent of the males disclosed in Item 31 that the university supervisor assistance was inadequate in fostering "positive and constructive approaches to classroom control."

In the strong complete category a marked difference between male and female responses was found in the following items:

In Item 22, referring to "setting teaching goals and objectives" approximately two-thirds of the male respondents compared to one-third of the females indicated that the supervisor provided more than adequate assistance.

Seventy-eight percent of the males compared to 40 percent of the females indicated in Item 28 that their supervisor "provided sufficient constructive criticism."

Item 29 shows that nearly one-half of the males compared to less than one-fourth of the females were of the opinion that the supervisor offered sufficient suggestions regarding "a full year program."

It is to be expected that there will be some differences of opinion in regard to the effectiveness of the supervisory assistance. The opinions recorded in the previous discussions emphasized the need to correlate the philosophies of those people assigned the responsibilities of directing the student teacher training. However, the general opinion expressed by the participants of the study indicated that for the most part the assistance provided by the university supervisor was considered to be above adequate.

In regard to the supervisor assistance offered, Table 9 reveals a summary regarding opinion comparisons of the student teachers who were currently completing their student teaching experience with those who had graduated within the past five years.



TABLE 9. --Comparisons of percentage responses between student teachers and graduate participants regarding supervisor assistance

Item	Student Teacher					Graduates				
	Complete	Strong	Adequate	Fair	None	Complete	Strong	Adequate	Fair	None
21.										
M	6.3	43.8	37.5	12.5	00.0	7.1	35.7	31.0	14.3	12.0
F	7.7	23.1	30.8	30.8	7.7	3.4	48.3	34.5	13.8	00.0
Total	6.9	34.5	34.5	20.7	3.4	5.6	41.0	32.4	14.1	7.0
22.										
M	16.7	66.7	11.1	5.6	00.0	14.0	39.5	23.3	18.6	4.7
F	00.0	15.4	23.1	38.5	23.1	6.9	41.4	31.0	13.8	6.9
Total	9.7	45.2	16.1	19.4	9.7	11.1	40.3	26.4	16.7	5.6
23.										
M	66.7	27.8	5.6	00.0	00.0	29.6	52.3	11.4	6.8	00.0
F	23.1	46.2	15.4	15.4	00.0	28.6	53.6	10.7	7.1	00.0
Total	48.4	35.5	9.7	6.5	00.0	29.2	52.8	11.1	7.0	00.0
24.										
M	22.2	44.4	33.3	00.0	00.0	6.8	41.0	29.6	20.5	2.3
F	7.7	23.1	30.8	23.1	15.4	3.4	41.4	27.6	24.1	3.4
Total	16.1	35.5	32.3	9.7	6.5	5.5	41.1	28.8	30.0	2.7
25.										
M	16.7	22.2	44.4	46.7	00.0	13.5	32.4	37.8	27.0	16.2
F	00.0	15.4	15.4	53.8	15.4	9.1	6.1	42.4	21.2	21.2
Total	9.7	19.4	32.3	32.3	6.5	11.4	20.0	32.3	24.3	18.6
26.										
M	5.6	22.2	61.0	11.1	00.0	2.3	27.9	30.2	20.2	9.3
F	00.0	7.7	00.0	46.2	46.2	00.0	20.7	44.8	30.7	13.8
Total	3.2	16.1	35.5	25.8	19.4	1.4	25.0	36.1	26.4	11.1
27.										
M	5.9	13.9	29.4	5.9	00.0	14.0	37.2	18.6	21.0	9.3
F	7.7	30.8	15.4	23.1	23.1	25.0	25.0	21.4	14.3	14.3
Total	6.7	46.7	23.3	13.3	10.0	18.3	32.4	19.7	18.3	11.3

TABLE 9. --Continued

Item	Student Teachers					Graduates				
	Complete	Strong	Adequate	Fair	None	Complete	Strong	Adequate	Fair	None
28.										
M	23.5	76.0	00.0	00.0	00.0	28.6	38.1	19.0	11.9	2.4
F	00.0	7.7	46.2	15.4	30.8	22.6	35.5	25.8	9.7	6.5
Total	13.3	46.7	20.0	6.7	13.3	26.0	37.0	21.9	11.0	4.1
29.										
M	00.0	44.4	38.9	16.7	00.0	14.6	26.8	31.7	12.2	14.6
F	00.0	16.7	8.3	16.7	58.3	6.7	13.3	10.0	33.3	36.7
Total	00.0	33.3	26.7	16.7	23.3	11.3	21.1	22.5	21.1	24.0
30.										
M	17.6	53.0	23.5	5.9	00.0	18.6	32.6	18.6	21.0	9.3
F	00.0	33.3	25.0	16.7	25.0	20.7	27.6	27.6	17.2	6.9
Total	10.3	44.8	24.1	10.3	10.3	19.4	30.6	22.2	19.4	8.3
31.										
M	31.3	50.0	18.8	00.0	00.0	8.7	45.7	21.7	19.6	4.3
F	00.0	16.7	25.0	16.7	41.7	7.7	34.6	23.1	23.1	11.5
Total	17.9	35.7	21.4	7.1	17.9	8.3	41.7	22.2	20.8	7.0
32.										
M	5.6	16.7	33.3	22.2	22.2	2.3	25.6	30.2	21.0	21.0
F	7.7	25.0	16.7	7.7	41.7	00.0	3.6	39.3	21.4	35.7
Total	6.7	20.0	26.7	16.7	30.0	1.4	17.0	33.8	21.1	26.8

M = Male. F = Female.

As shown, only one item indicated a difference of opinion related to the below adequate assistance provided. In Item 24, "providing teaching methods relating theory to practice," 17 percent of the students compared to 33 percent of the graduates rated their supervisor assistance below adequate.

The male graduates strongly indicated a feeling of inadequate assistance compared to the current male student teachers in the following areas: (Item 24) - Providing teaching methods relating theory with practice; (Item 27) - Working constructively with the cooperating teacher; (Item 30) - Making valid observations of teaching experiences; and, (Item 31) - suggesting positive and constructive approaches to classroom control.

The current male student teachers indicated a stronger than adequate assistance provided in regard to the following: (Item 22) - Setting teaching goals and objectives; (Item 27) - Working constructively with the cooperating teacher; (Item 28) - Offering objectives; and (Item 31) - Suggesting positive approaches to classroom control.

The items showing a marked difference in the female opinions, regarding the less than adequate assistance provided, were in areas related to: (Item 22) - Setting teaching goals and objectives; (Item 25) - Locating and utilizing teaching materials; (Item 26) - Selecting appropriate teaching media; (Item 31) - Suggesting positive and constructive approaches to classroom control.

The current female student teachers, compared to the female graduates, felt the assistance to be much less effective in selecting appropriate teaching

media, setting teaching goals and objectives, providing constructive criticism, locating and utilizing teaching materials, and suggesting positive and constructive approaches to classroom control. However, the female graduates indicated the assistance to be above adequate in the areas of providing constructive criticism, setting teaching goals and objectives and suggesting positive and constructive approaches to classroom control.

Item 32 shows a total comparison of 33 percent of the female students to only four percent of the female graduates indicating the assistance to be above adequate in the area of "emphasizing the extra duties related to teaching."

Even though the over-all opinion was high, it should be noted that from the present student to the graduate the degree of effective assistance steadily decreased. This may be due to the fact that the teaching experiences of the graduates vary considerably from what the student teaching programs provide.

Table 10 indicates how many conferences involving the student teacher, the cooperating teacher and the university supervisor were held during the respondents student teaching experience. A number scale ranging from 0 to 7 represents the opinions of the respondents.

The three-way conference provides an opportunity for the student, cooperating teacher and the supervisor to correlate their efforts toward what they determine to be essentials necessary for a good teaching experience. However, the male student teachers' responses showed that 45 percent indicated they held no three-way conferences. Fifty percent of the female respondents

TABLE 10. --Number of conferences held involving the student teacher, supervisor, and cooperating teacher

No. Held	Respondents			Percentages		
	M	F	Total	M	F	Total
0	27	20	47	45.0	50.0	47.0
1	10	8	18	16.6	20.0	18.0
2	6	6	12	10.0	15.0	12.0
3	9	4	13	15.0	10.0	13.0
4	2	0	2	3.3	0.0	2.0
5	4	0	4	6.7	0.0	4.0
6	1	1	2	1.7	2.5	2.0
7	1	1	2	1.7	2.5	2.0

M = Male. F = Female.

TABLE 11. --Number of times the university supervisors offered constructive criticisms to student teachers

No. of Criticisms	Respondents			Percentages		
	M	F	Total	M	F	Total
0	0	3	3	0.00	7.69	3.09
1	4	6	4	6.90	15.38	10.31
2	12	12	24	20.69	30.77	24.74
3	21	8	29	36.21	20.51	29.90
4	8	6	14	13.79	15.38	14.43
5	4	1	5	6.90	2.56	5.15
6	7	0	7	12.07	0.00	7.22
7	0	0	0	0.00	0.00	0.00
8	1	0	1	1.72	0.00	1.03
9	0	0	0	0.00	0.00	0.00
10	1	3	4	1.72	7.69	4.12

M= Male. F = Female.

indicated there were no such conferences experienced during their student teaching training. A total of 47 percent indicated that there were no three-way conferences. It would seem apparent that the need for instigating such conferences would be evident.

Table 11 indicates the number of times the university supervisor offered constructive criticism to the students teachers during their student teacher experience.

It was revealed that 36 percent of the male participants indicated that they experienced three occasions when constructive criticism was given. Thirty-one percent of the female student teachers indicated that on two occasions criticism was offered by their university supervisor. The table shows an average of three occasions when criticism was given.

In Table 12 the respondents were requested to answer yes or no in regard to the effectiveness of the criticism offered by their university supervisor. Ninety-three percent of the participants who responded to the question, indicated that the criticism given improved their teaching ability. Ninety-eight percent of the male respondents compared to 82 percent of the female participants gave positive responses.

Fostering an understanding of a full year program should obviously be considered as an important part of the assistance provided. Sixty-three percent of the respondents indicated they had no access to files related to instructional methods and materials in the physical education department (Table 13).

TABLE 12. --Opinions of respondents regarding the effectiveness of the constructive criticism offered by the university supervisor

Question	Respondents			Percentages		
	M	F	Total	M	F	Total
Did the criticism aid you in improving your teaching?						
1. Yes	60	33	93	98.4	82.5	92.1
2. No	1	7	8	1.6	17.5	7.9

M = Male. F = Female.

TABLE 13. --Opinions of respondents regarding assistance offered in developing a full year program in physical education

Question	Respondents			Percentages		
	M	F	Total	M	F	Total
Did you have access to instructional materials in your physical education department?						
1. Yes	24	10	34	70.6	29.4	37.0
2. No	29	29	58	50.0	50.0	63.0

M = Male. F = Female.

The successful evaluation of any student teaching experience depends largely on the effectiveness of the observations made of his teaching. It may well be the most important part the supervisor plays in the role as a student director. Only through proper observation can the criticisms be made and discussed with the potential teacher.

Table 14 reveals that the average number of observations for both male and female most recorded were from 1-3 times. However, in the 4-6 category the number of male respondents was 41 percent compared to 18 percent for the female participants.

The data in Table 15 indicates the average time the student teachers spent in conference with the university supervisor following observation.

Thirty-nine percent of the participants indicated that they spent from 1-10 minutes in conference, while 37 percent indicated they spent from 11 to 20 minutes with their supervisor following an observation.

Thirty-seven percent of the male respondents compared to 47 percent of the female student teachers indicated they spent 1 to 10 minutes. However, 44 percent of the males compared to 25 percent of the female respondents said they spent from 11 to 20 minutes in conference.

Only 4 percent of the student teachers responding said that they spent more than one hour in conference with their university supervisor following observations.



TABLE 14. --Number of times student teachers were observed by the university supervisor

No. of Observations	Student Teachers			Percentages		
	M	F	Total	M	F	Total
1-3	34	31	65	55.8	75.5	64.4
4-6	25	7	32	41.0	17.5	31.7
7-9	2	1	3	3.3	2.5	3.0
10-12	0	1	1	0.0	2.5	1.0

M = Male. F = Female.

TABLE 15. --Time spent in conference with the university supervisor following observation of the student teacher

Time Spent in Conference (minutes)	Student Teachers			Percentages		
	M	F	Total	M	F	Total
1-10	20	17	37	33.90	47.22	38.95
11-20	26	9	35	44.07	25.00	36.84
21-30	7	5	12	11.86	13.89	12.63
31-40	1	0	1	1.69	0.00	1.05
41-50	3	3	6	5.08	8.33	6.32
51-60	2	2	4	3.39	5.56	4.21

M = Male. F = Female.

Cooperating Teacher Assistance

Opinions regarding the kind of assistance the student teacher received from their cooperating teacher during their student teaching experiences are analyzed in this section. Table 16 presents a summary of responses and percentage figures. The respondents indicated they received inadequate assistance in the following five areas:

Forty-six percent of the participants indicated, in Item 36, that they did not experience enough "teaching situations that involves linking theory with practice."

More than one-half of the participants indicated, in Item 38, that "aid in developing teaching materials" was considered below adequate.

In Item 39, 51 percent of the participants were of the opinion that the assistance in "selecting appropriate media" was insufficient.

In the area of "working professionally with other colleagues," Item 43, almost one-half of the respondents implied their experience was ineffective.

Item 47 relates to the "opportunities provided for observing other teachers in the school." More than one-half of the respondents indicated that their cooperating teacher did not provide adequate experience in this area.

There were three areas in which a majority of respondents indicated a strong to complete assistance from the cooperating teacher.

Two-thirds of the respondents felt that the assistance "provided more than ample varied teaching experiences" as indicated in Item 33.

TABLE 16. --Respondent's evaluation of the effectiveness of the assistance given by the cooperating teacher

Item	Number of Responses			Percentages		
	M	F	Total	M	F	Total
33. <u>Provided ample varied teaching experiences</u>						
None	1	2	3	1.64	5.00	2.97
Fair	5	6	11	8.00	15.00	10.89
Adequate	17	5	22	27.87	12.50	21.78
Strong	28	16	44	45.90	40.00	43.56
Complete	10	11	21	16.39	27.50	20.79
34. <u>Offered continuous constructive criticism of your teaching</u>						
None	7	5	12	11.67	11.90	11.76
Fair	14	14	28	23.33	33.33	22.45
Adequate	13	4	17	21.67	9.52	16.67
Strong	19	13	32	31.67	30.95	31.37
Complete	7	6	13	11.67	30.95	31.37
35. <u>Provided immediate teaching situations to implement constructive criticism</u>						
None	11	14	25	18.64	35.90	25.51
Fair	12	3	15	20.34	7.69	15.31
Adequate	14	5	19	23.73	12.82	19.39
Strong	15	12	27	24.42	30.77	27.55
Complete	7	5	12	11.86	12.82	12.24
36. <u>Assisted in setting teaching goals and objectives</u>						
None	14	16	30	23.73	40.00	30.30
Fair	8	4	12	13.56	10.00	12.12
Adequate	22	12	34	37.29	30.00	34.34
Strong	11	5	16	18.64	12.50	16.16
Complete	4	3	7	6.78	7.50	7.07

TABLE 16. --Continued

Item	Number of Responses			Percentages		
	M	F	Total	M	F	Total
37. <u>Provided teaching situations that would link theory with practice</u>						
None	13	14	27	22.03	34.14	27.00
Fair	13	6	19	22.03	14.63	19.00
Adequate	15	6	21	25.42	14.63	21.00
Strong	10	10	20	16.95	24.39	20.00
Complete	8	5	13	13.56	12.20	13.00
38. <u>Aided in developing teaching materials</u>						
None	16	15	31	26.67	37.50	31.0
Fair	14	10	24	23.33	25.00	24.00
Adequate	9	10	19	15.00	25.00	19.00
Strong	13	4	17	21.67	10.00	17.00
Complete	8	1	9	13.33	2.50	9.00
39. <u>Assisted in selecting appropriate media for the methods used</u>						
None	17	11	28	28.81	30.56	29.47
Fair	12	9	21	20.34	25.00	22.11
Adequate	12	11	23	20.34	30.56	24.21
Strong	13	5	18	22.03	13.89	18.95
Complete	5	0	5	8.47	0.00	5.26
40. <u>Aided you in developing positive and constructive approaches to classroom discipline</u>						
None	2	16	18	3.33	40.00	18.00
Fair	14	4	18	23.33	10.00	18.00
Adequate	10	4	14	16.67	10.00	14.00
Strong	26	10	36	43.33	25.00	36.00
Complete	8	6	14	13.33	15.00	14.00
31. <u>Stressed the importance of developing a good teaching attitude and pride in the profession</u>						
None	3	8	11	5.08	19.05	10.89

TABLE 16. --Continued

Item	Number of Responses			Percentages		
	M	F	Total	M	F	Total
41. Continued						
Fair	10	7	17	16.95	16.67	16.83
Adequate	18	10	28	30.50	23.81	27.72
Strong	17	13	30	28.81	30.95	29.70
Complete	11	4	15	18.64	9.52	14.85
42. <u>Promoted an understanding of the total school in relationship to your student teaching assignment</u>						
None	8	7	15	13.11	16.67	14.56
Fair	14	8	22	22.95	19.05	21.36
Adequate	11	15	26	18.03	35.71	25.24
Strong	16	7	23	26.23	16.67	22.33
Complete	12	5	17	19.67	11.90	16.50
43. <u>Provided opportunities for you to work professionally with other colleagues</u>						
None	11	13	24	18.33	30.95	23.53
Fair	8	14	22	13.33	33.33	21.51
Adequate	8	7	25	30.00	16.67	24.51
Strong	13	3	16	21.67	7.14	15.69
Complete	10	5	15	16.67	11.90	14.71
44. <u>Provided information related to the background of pupils with whom you were working</u>						
None	4	6	10	6.78	14.63	10.00
Fair	12	7	19	20.34	17.07	19.00
Adequate	10	8	18	16.95	19.51	18.00
Strong	25	15	40	42.37	36.59	40.00
Complete	8	5	13	13.56	13.56	13.00
45. <u>Assisted you in assessing the learning capabilities and needs of your students</u>						
None	6	6	12	10.00	14.63	11.88
Fair	13	11	24	21.67	26.83	23.76

TABLE 16.--Continued

Item	Number of Responses			Percentages		
	M	F	Total	M	F	Total
45. Continued						
Adequate	16	13	29	26.67	31.71	28.71
Strong	20	10	30	33.33	24.39	29.70
Complete	5	1	6	8.33	2.44	5.94
46. <u>Aided you by being a resource person in locating and utilizing teaching materials</u>						
None	9	12	21	14.75	29.27	20.59
Fair	14	10	24	22.95	24.39	23.53
Adequate	19	8	27	31.15	19.51	26.47
Strong	15	8	23	24.59	19.51	22.55
Complete	4	3	7	6.56	7.32	6.82
47. <u>Provided opportunities for you to observe other teachers in the school</u>						
None	16	21	37	26.67	51.22	36.63
Fair	14	7	21	23.33	17.07	20.79
Adequate	14	5	19	23.33	13.56	18.81
Strong	10	4	14	16.67	9.76	13.86
Complete	6	4	10	10.00	9.76	9.90
48. <u>Made you aware of extra duties for which you may be responsible</u>						
None	6	8	14	10.17	19.51	14.00
Fair	10	5	15	16.95	12.20	15.00
Adequate	22	16	38	37.29	39.02	38.00
Strong	14	6	20	23.73	14.63	20.00
Complete	7	6	13	11.87	14.63	13.00

M = Male. F = Female.

Item 34 relates to "the constructive criticisms that were offered" during the teaching experience. Sixty-five percent of the respondents felt the assistance given in this area was above adequate.

More than one-half of the participants indicated that "The information related to the background of their pupils" was sufficiently provided as indicated in Item 44.

The highest percent of difference between male and female opinion, regarding the below adequate assistance provided, was found in the following areas:

Slightly more than one-third of the males compared to one-half of the females indicated in Item 36 that they were inadequately "assisted in setting teaching goals and objectives."

One of the more crucial areas where a student teacher needs help is in "developing positive and constructive approaches to classroom discipline." Item 40 indicates that 26 percent of the males compared to 50 percent of the females felt that they did not receive enough help.

"Establishing a good attitude and developing a pride in the profession" is essential in successful teaching. Item 41 indicates that less than one-fourth of the males compared to two-thirds of the females felt that their cooperating teachers failed to effectively foster this aspect.

In Item 43, less than one-third of the males compared to almost two-thirds of the females indicated that the assistance "providing opportunities to work professionally with other colleagues" was less than adequate.

Item 46 indicates the responses related to "helping in locating and utilizing teaching materials." Thirty-eight percent of the males compared to 54 percent of the females found their assistance in this area to be insufficient.

As indicated in Item 47, one-half of the males compared to more than two-thirds of the females felt they did not experience enough "opportunities to observe other teachers in their school."

There were seven areas showing a marked difference between male and female opinions regarding the above adequate assistance rendered by the cooperating teacher.

As indicated in Item 29, the area related to "assisting with the selection of appropriate media," 30 percent of the males compared to 14 percent of the females found the assistance to be more than adequate.

Item 34 relates to the area concerning "offering constructive criticism of teaching." Forty percent of the males compared to 62 percent of the females felt that were more than effectively assisted in this area.

A ratio of three males to one female indicated in Item 38 that the "aid in developing teaching materials" was considered more than adequately effective.

Fifty-six percent of the males compared to 40 percent of the females felt that the "aid in developing classroom discipline" was, as indicated in Item 40, found to be more than sufficient.



"Promoting an understanding of the total school" is an important aspect to consider when introducing a student teacher to his responsibilities. Item 42 shows that almost one-half of the males compared to less than one-third of the females found this objective to be effectively fulfilled.

More than one-third of the males compared to less than one-fourth of the females felt that "opportunities to work professionally with other colleagues" were sufficiently provided. This was indicated in Item 43.

"The process of determining the learning capability of the students" is considered in Item 44. Forty-one percent of the males compared to 26 percent of the female indicated that this objective was adequately fulfilled.

Much of the difference of opinion indicated in this section would appear to be influenced by the many different cooperating teachers involved. Professional attitude and over-all professional preparation would vary a great deal with each cooperating teacher. This would account for the range of difference indicated in the effectiveness of the assistance given.

Table 17 gives a summary of percentage frequencies comparing opinions of the current student teachers to those of past graduates regarding the assistance provided by the cooperating teacher.

The area showing a marked difference of opinion related to less than adequate assistance provided were (Item 40) - Developing positive and constructive approaches to classroom discipline; (Item 41) - Developing a good teaching attitude and pride in the profession; (Item 42) - Promoting an understanding of

TABLE 17. --Comparison of percentage responses between student teachers and graduate participants regarding cooperating teacher assistance

Item	Student Teachers					Graduates				
	Complete	Strong	Adequate	Fair	None	Complete	Strong	Adequate	Fair	None
33.										
M	17.6	70.6	11.8	00.0	00.0	15.9	36.4	34.1	11.4	2.3
F	41.7	41.7	00.0	00.0	16.7	21.4	39.3	17.9	21.4	00.0
Total	27.6	58.6	6.9	00.0	6.9	18.1	37.5	27.8	15.3	1.4
34.										
M	5.9	41.2	17.6	29.4	5.9	14.0	27.9	23.3	21.0	14.0
F	8.3	50.0	25.0	8.3	8.3	16.7	23.3	3.3	43.3	13.3
Total	6.9	44.8	20.7	20.7	6.9	15.1	20.0	15.1	30.1	13.7
35.										
M	00.0	33.3	22.2	33.3	11.1	17.1	22.0	24.4	14.6	22.0
F	18.2	27.3	27.3	00.0	27.3	10.7	32.1	7.1	10.7	39.3
Total	6.9	31.0	24.1	20.7	17.2	14.5	26.1	17.4	13.0	29.0
36.										
M	5.9	17.6	47.0	29.4	00.0	9.4	25.0	43.8	9.4	12.5
F	7.7	7.7	38.5	15.4	30.8	7.4	14.8	25.9	7.4	44.4
Total	6.7	13.3	43.3	23.3	13.3	8.5	20.3	35.6	8.5	27.1
37.										
M	11.8	17.6	23.5	29.4	17.6	14.6	17.1	24.4	19.5	24.4
F	25.0	25.0	16.7	16.7	16.7	6.3	3.1	25.0	25.0	40.6
Total	17.2	20.7	70.7	24.1	17.2	11.0	11.0	24.7	21.9	31.5
38.										
M	17.6	5.9	17.6	29.4	29.4	11.9	28.6	14.3	21.4	23.8
F	7.7	15.4	7.7	30.8	38.5	00.0	6.5	29.0	32.3	32.3
Total	13.3	10.0	13.3	30.0	33.3	6.8	19.2	20.5	26.0	27.4
39.										
M	6.3	25.0	18.8	31.3	18.8	9.3	21.0	21.0	16.3	32.6
F	00.0	18.2	18.2	18.2	45.4	00.0	7.1	28.6	28.6	35.7
Total	3.7	22.2	8.5	25.9	29.6	5.6	15.5	23.9	21.1	33.8
40.										
M	17.6	35.3	23.5	23.5	00.0	11.6	46.5	14.0	23.3	4.7
F	18.2	36.4	27.3	00.0	18.2	13.8	20.7	3.4	10.8	48.3
Total	17.9	35.7	25.0	14.3	7.1	12.7	36.7	9.9	19.7	22.5

TABLE 17. --Continued

Item	Student Teachers					Graduates				
	Complete	Strong	Adequate	Fair	None	Complete	Strong	Adequate	Fair	None
41.										
M	11.8	47.0	35.3	5.9	00.0	20.5	25.0	27.3	20.5	6.8
F	23.1	46.2	15.4	7.7	7.7	3.4	24.1	27.6	20.7	24.1
Total	16.7	46.7	26.7	6.7	3.3	13.7	24.7	27.4	20.5	13.7
42.										
M	29.4	47.0	11.8	5.9	5.9	16.0	18.2	20.5	29.5	16.0
F	23.1	15.4	38.5	15.4	7.7	6.9	17.2	35.0	20.7	20.7
Total	26.7	33.3	23.3	10.0	6.7	12.3	17.8	26.0	26.0	17.8
43.										
M	11.8	29.4	17.6	23.5	17.6	18.6	18.6	34.9	9.3	18.6
F	25.0	7.7	7.7	33.3	25.0	6.7	6.7	20.0	33.3	33.3
Total	17.2	20.7	13.8	27.6	20.7	13.7	13.7	28.8	19.2	29.7
44.										
M	23.5	41.2	29.4	5.9	00.0	9.5	42.9	11.9	26.2	9.5
F	25.0	25.0	25.0	16.7	8.3	6.7	40.0	16.6	16.6	20.0
Total	24.1	34.5	27.6	10.3	3.5	8.3	41.7	13.9	22.2	13.9
45.										
M	11.8	23.5	41.2	23.5	00.0	7.0	37.2	21.0	21.0	14.0
F	8.3	8.3	41.7	41.7	00.0	00.0	31.0	27.6	20.7	20.7
Total	10.3	17.2	41.4	31.0	00.0	4.2	34.7	23.6	20.8	16.7
46.										
M	11.1	44.4	27.8	5.6	11.1	4.7	16.3	32.6	30.2	16.3
F	8.3	16.7	16.7	25.0	33.3	6.9	20.7	70.7	24.1	27.6
Total	10.0	33.3	23.3	13.3	20.0	5.6	18.1	27.8	27.8	20.8
47.										
M	11.8	17.6	23.5	23.5	23.5	9.3	16.3	23.3	23.3	27.9
F	25.0	16.7	8.3	16.7	33.3	3.5	6.9	13.8	17.2	58.6
Total	17.2	17.2	17.2	20.7	27.6	6.9	12.5	19.4	20.8	40.3
48.										
M	11.8	35.3	35.3	11.8	5.9	11.9	19.0	38.1	19.0	11.9
F	33.3	25.0	25.0	00.0	16.7	6.9	10.3	44.8	17.2	20.7
Total	20.7	31.0	31.0	6.0	10.3	9.9	15.5	40.8	18.3	15.5

M = Male. F = Female.

the total school; and (Item 44) - Providing information related to the background of pupils.

The table indicated that in all of these items a higher percentage of the graduates compared to the current student teacher felt the assistance to be less than adequate.

There was a marked difference of opinion regarding the more than adequate assistance shown in four areas . The areas were: (Item 33) - Providing sample varied teaching experiences; (Item 41) - Developing a good teaching attitude; (Item 42) - Promoting an understanding of the total school; and (Item 48) - Fostering an awareness of extra duties.

In all of these items a higher percentage of current student teachers compared to graduates felt the assistance to be more than adequate.

The male graduates compared to the current male student teachers strongly indicated a feeling of less assistance given in four areas. The less than adequate assistance was related to item: 41 - Stressing the importance of developing a good teaching attitude; 42 - Promoting an understanding of the total school; 44 - Providing background information of pupils; and 46 - Aiding in locating and utilizing teaching materials.

The current male student teachers, compared to the male graduates, indicated more assistance provided in regard to items: 33 - Providing ample varied teaching experiences; 42 - Promoting an understanding of the total school, and 46 - Aiding in locating and utilizing teaching materials.

The table shows that the female graduates, compared to the current female students, felt they were less prepared in the following six areas: (Item 34) - Providing constructive criticism; (Item 35) - Providing situations to implement constructive criticism; (Item 37) - Linking theory with practice; (Item 41) - Developing a good teaching attitude; (Item 47) - Observing other teachers in this school; and (Item 48) - Fostering an awareness of extra duties.

In all areas presented in the previous analysis there is a strong implication that the graduates considered their assistance to be less effective than the current students. Note that the areas considered less effective were related to those aspects that would be a limited experience in a student teaching situation compared to a real teaching assignment. It is obvious that a full time teaching assignment would expose one to many problems and responsibilities that a student teacher is not apt to be held accountable for during his teacher training.

Table 18 shows the opinions of the participants regarding the teaching experiences to which the student teachers were subjected while doing their student teaching. Thirty-three percent of the respondents indicated that from 6 to 10 experiences were encountered. As shown in the table, the percentage difference between male and female opinion varied only 2 percent.

A majority, or 57 percent, indicated that their student teaching encounters provided them with ten or less teaching experiences. However, 23

TABLE 18. --Number of teaching experiences encountered by the student teacher

Number of Experiences	Student Teachers			Percentages		
	M	F	Total	M	F	Total
1-5	15	19	24	23.4	23.7	23.5
6-10	24	20	34	37.5	26.3	33.3
11-15	9	6	15	14.1	15.8	14.7
16-20	4	2	6	6.3	5.3	5.9
20+	12	11	23	18.8	28.9	22.5

M = Male. F = Female.

TABLE 19. --Opinions of respondents regarding criticism offered by the cooperating teacher

Times Feedback Occurred	Respondents			Percentages		
	M	F	Total	M	F	Total
<u>Constructive</u>						
None	5	0	5	8.5	0.0	5.2
1-5	18	12	30	30.5	31.6	30.9
6-10	23	12	35	39.0	31.6	36.1
11-15	3	5	8	5.1	13.2	8.2
16-20	5	1	6	8.5	2.6	6.2
20+	5	8	13	8.5	21.1	13.4
<u>Destructive</u>						
None	16	6	22	32.0	19.4	26.5
1-5	31	23	54	62.0	74.2	65.1
6-10	1	2	3	2.0	6.5	3.6
11-15	2	0	2	4.0	0.0	2.4
16-20	0	1	1	0.0	3.2	1.2
20+	0	1	1	0.0	3.2	1.2

M = Male. F = Female.

percent of the total number of respondents indicated that they were subjected to 20 or more teaching experiences.

Table 19 shows that in the area of constructive criticism the number of times feedback occurred the most was from 6 to 10 times. All of the female respondents indicated that they had received some criticism. Thirteen percent of the student teachers responding to the question indicated they received 20 or more constructive criticism during the teaching experience.

In the area of destructive criticism offered, 83 participants responded. The 1-5 column was marked th most number of times by the respondents. Seventy-four percent of the females compared to 62 percent of the males indicated that they received no destructive criticism from their cooperating teachers.

The data in Table 20 indicates 63 percent of the respondents said they received feedback related to criticism on the same day it was given. Seventy-seven percent of the female and 55 percent of the male respondents indicated that feedback occurred on the same day that criticism were made.

Twenty-one percent of the male participants indicated that they received feedback on the following day compared to only 10 percent of the female respondents. A total of 17 percent of all the student teachers responding indicated having experienced feedback on the following day.

The table shows that 20 percent of the respondents indicated that they received no feedback following criticism offered by the cooperating teacher.

TABLE 20. --Responses of student teachers in regard to how some feedback occurred following criticisms offered by cooperating teachers

Category	Number			Percentages		
	M	F	Total	M	F	Total
Same Day	32	24	56	55.2	77.4	62.9
Following Day	12	3	15	20.7	9.7	16.9
No Follow Up	14	4	18	24.1	12.9	20.2

M = Male, F = Female.

TABLE 21. --Opinions of student teachers in regard to school policy discussed by the cooperating teacher

Question	Number			Percentages		
	M	F	Total	M	F	Total
Did your cooperating teacher discuss school policy in relationship to your teaching assignment?						
1. Yes	46	26	71	75.4	62.5	70.3
2. No	15	15	30	24.6	37.5	29.7

M = Male, F = Female.



The following tables are related to various aspects of the original items included in the questionnaire. They provide a direct yes or no response and a number and percentage frequency denoting the opinions of the respondents.

Table 21 is a summary of responses made by student teachers regarding the cooperating teacher fostering an understanding of the total school in relationship to the student teacher's assignment. The participants were requested to respond to the question "Did your cooperating teacher discuss school policy in regard to your teaching assignment?" Seventy-five percent of the male respondents indicated a yes answer compared to 63 percent of the female participants. A total of 70 percent of all the student teachers responded yes to the question. However, 25 percent of the male, compared to 38 percent of the female participants, indicated their cooperating teacher had not considered this item in their assistance to student teachers.

The cooperating teacher should provide opportunities for the student teacher to experience working conditions as closely related to the actual teaching assignment as possible. In Table 22 85 percent of the respondents indicated that they were introduced to other staff members during the student teaching experience. Thirteen percent of the male and 18 percent of the female respondents indicated that they were not provided with these opportunities.

In Table 23 an attempt was made to determine if the cooperating teacher provided information related to helping the student better understand the background of pupils with whom they were working.

TABLE 22.--Student teacher responses regarding opportunities to meet and work professionally with other colleagues

Question	Number			Percentages		
	M	F	Total	M	F	Total
Did your cooperating teacher introduce you to other faculty members?						
1. Yes	54	32	86	17.1	82.1	85.1
2. No	8	7	15	12.9	17.9	14.9

M = Male. F = Female.

TABLE 23.--Opinions of respondents regarding information provided for fostering a better understanding of pupil's backgrounds

Question	Number			Percentages		
	M	F	Total	M	F	Total
Did your cooperating teacher expose you to student files and show how they are used to determine background of special problem students?						
1. Yes	22	13	35	36.7	33.3	35.4
2. No	38	26	64	63.3	66.6	64.6

M = Male. F = Female.

Two-thirds of the participants responding indicated that they were not introduced to files regarding the background of students with whom they worked. Slightly better than one-third of the respondents indicated that they were exposed to files that would contribute to a better understanding of the student's background.

In the area of evaluating student progress the student teachers were requested to answer three questions related to the kind of assistance they received from their cooperating teacher during their student teaching experience.

Table 24 is a summary of opinions returned by the participants responding to the assistance provided by the cooperating teacher in regard to explaining test results and achievement scales of the students.

More than 50 percent of the respondents indicated that they did not discuss test results or achievement scales with their cooperating teachers.

Eighty-three percent of the male compared to 93 percent of the female respondents reported that they did administer written tests during their student teaching experience.

In regard to skill testing, 94 percent of the student teachers indicated that they had given skill tests during their student teaching. It is interesting to note that while only six out of 98 respondents indicated they had not given skill tests, still only 49 percent reported that they had discussed such test results with their cooperating teachers.

TABLE 24. --Responses of student teachers in regard to assistance rendered in assessing the achievement in student progress

Question	Number			Percentages		
	M	F	Total	M	F	Total
Did your cooperating teacher discuss test results and achievement scales of your students with you?						
1. Yes	30	19	49	49.2	47.5	48.5
2. No	31	21	52	50.8	52.5	51.5
Did you administer written tests?						
1. Yes	49	38	87	83.1	92.7	87.0
2. No	10	3	13	16.9	7.3	13.0
Did you administer skill tests?						
1. Yes	53	39	92	91.4	97.5	93.9
2. No	5	1	6	8.6	2.5	6.1

M = Male. F = Female.

TABLE 25. --Responses of student teachers regarding how many teachers they had observed during their student teaching experience

Number of Teachers	Respondents			Percentages		
	M	F	Total	M	F	Total
0	11	20	31	19.3	54.1	33.0
1	9	6	15	15.8	16.2	16.0
2	20	2	22	35.1	5.4	23.4
3	8	3	11	14.0	8.1	11.7
4	4	3	7	7.0	8.1	7.4
5	4	3	7	7.0	8.1	7.4
6	1	0	1	1.8	0.0	1.1

M = Male. F = Female.

The student teachers were requested to indicate the number of teachers they observed during their student teaching experience. Table 25 represents a summary of student teacher responses recorded on a frequency scale ranging from 0 to 6. More than one-half of the female respondents indicated that they did not observe any teachers other than their cooperating teacher during their student teaching experience.

Thirty-five percent of the male respondents compared to 5 percent of the female participants indicated they observed two teachers during their student teaching experience.

Note that one-third of the student teachers responding indicated that they did not have the opportunity to gain ideas and suggestions from other teachers during their student teaching experience.

## SUMMARY AND CONCLUSIONS

### Summary

This study was based on the perceptions of students who had completed the teacher training program at Utah State University. It was an attempt to determine to what extent the preparation was adequate or inadequate in providing for the accomplishment of various aspects related to teaching.

The summary is presented under three main headings: (a) pre-student teacher preparation program, (b) university supervisor assistance, and (c) cooperating teacher assistance.

#### Pre-student teaching preparation

More than one-half of the respondents indicated that there were five areas in the preparation program considered to be below adequate. The areas specified were related to the items involving school services, techniques in self-discipline, communicating with parents, social and cultural background of students, and general techniques in disciplining.

The respondents indicated that above adequate preparation was provided in areas related to testing skills in physical education, developing new knowledge, analyzing teaching skills, developing a philosophy of physical education, and defining physical education.

### University supervisor assistance

The analysis of data related to the assistance provided by the university supervisor indicated three areas where the respondents considered the assistance to be below adequate. They were in connection with locating and utilizing teaching materials, fostering an understanding of a full year program, and acquainting the student teachers with the extra duties performed by teachers.

The respondents indicated the assistance to be above adequate in the following areas: (a) developing a good teaching attitude and pride in the profession, (b) providing constructive criticism of their teaching, (c) setting teaching goals and objectives, (d) providing approaches to classroom control, (e) selecting appropriate teaching media, and (f) making valid observations of their teaching.

The male respondents indicated they were observed more times when compared to the number and percent of observations reported by the female respondents.

Three was the average number of times that criticism was given by the university supervisor. The male respondents indicated that they received criticism more times than the female. A higher percent of the male respondents indicated that the criticism given was beneficial to improving their teaching.

### Cooperating teacher assistance

The areas the respondents considered to be below adequate were:  
(a) providing opportunities to observe other teachers in the school,

(b) helping to develop teaching materials, (c) aiding selection of appropriate media for methods used, (d) providing opportunities to work professionally with other colleagues, and (e) providing teaching situations that would link theory with practice.

Above adequate assistance was identified in the following areas:

(a) providing different kinds of teaching experience, (b) offering criticisms, and (c) providing ways to acquaint the teacher with the backgrounds of their pupils.

The number of teaching experiences most of the student teachers encounter during their student teaching was from six to ten.

Nine percent of the male respondents indicated they received no constructive criticism from their cooperating teacher.

According to the respondents, from one to five was the highest number of times destructive criticism was offered. Twenty-seven percent of the respondents indicated they received no destructive criticism.

### Conclusions

There were two situations that might have influenced the responses of the student teachers. The graduates, having been away from the program for so long, may have experienced a change in their original appreciation of the value and importance of the program. The principal involvement of the current student teachers might have caused them to give more positive responses than the graduates.



From what appears to be a consensus of opinion of the respondents, the following conclusions seem justified:

a. The participants involved in this study were of the opinion that the pre-student teaching preparatory program was for the most part adequate. However, they identified specific areas that need special consideration in regard to improving the effectiveness of the program.

b. There was a lack of emphasis placed on the preparation responsible for those areas not involved in the direct development of teaching methods and materials.

c. A strong majority of the graduates compared to the current student teachers indicated that their pre-student teaching preparation considered in this study was less effective.

d. The general opinion expressed by the participants indicated that for the most part the assistance provided by the university supervisor was considered to be above adequate.

e. The university supervisor was considered to be extremely effective in the areas involving: offering constructive criticism, setting teaching goals and objectives, and suggesting approaches to classroom control.

f. In all areas related to the university supervisor, the male respondents, in comparison to the female, indicated they received a more effective assistance.

g. There was no marked difference of opinion between students currently doing their training and the graduates in regard to the effectiveness of the supervisor assistance.

h. A majority of the participants expressed a general opinion indicating that they felt that for the most part the assistance provided by the cooperating teacher was adequate or above.

i. The female compared to the male respondents indicated they experienced a less effective over-all assistance from their cooperating teachers.

j. The graduates compared to the current students indicated their cooperating teacher assistance was less effective in a majority of the areas considered in this study.

#### Recommendations

As a result of the finds of this study it is recommended the Physical Education Department at Utah State University:

a. Re-evaluate existing teacher preparation program course content regarding the areas found to be considered inadequate by the respondents of this study.

b. Consider the teaching loads of those staff members assigned as supervisors of student teachers and provide them the necessary time to perform their assigned duties.

c. Provide for a complete resume of the supervisor's responsibilities to insure an optimum performance by all supervisors.

d. Re-evaluate the procedure of making cooperating teachers aware of their accountability for student teachers in the field.

e. Establish a procedure for qualifying and selecting cooperating teachers that would assure the student teacher the best and most effective assistance available.

f. Instigate a process by which the cooperating teacher and the university supervisor can better correlate their responsibilities.

g. Investigate the possibility of instigating a cooperating teachers workshop in the Physical Education Department at Utah State University.

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## APPENDIX



## QUESTIONNAIRE

## DIRECTIONS:

The purpose of this investigation is to evaluate the student teaching objectives, methods and procedures in physical education. They are categorized in three areas: pre-student teaching preparation, university supervisor assistance, and cooperating teacher assistance. The questions solicit the degree of fulfillment of each objective. When you have decided which response is the most appropriate, please circle the corresponding answer in the answer columns. The sub questions may be answered by checking either a yes or no, or by giving a number or a statement. When you have completed the questionnaire, please return it in the postage paid envelope. Thank you for your time and cooperation.

STUDENT TEACHER PREPARATION PROGRAM

The pre-student teaching preparation program - (Answer in degree of achievement)

	Complete	Strong	Adequate	Fair	None
1. Broadened your philosophy of physical education.	5	4	3	2	1
(Do you feel that the philosophy classes you were required to take were taught in such a way that they were meaningful and related to your particular educational interest?)		Yes		No	
2. Provided a definition of education.	5	4	3	2	1
(Did your preparatory program provide you with enough experience to enable you to define education to the extent that you were self-satisfied?)		Yes		No	
3. Provided learning situations that would link theory with practice.	5	4	3	2	1
(Demonstrated processes involving theory related to practice such as individualized instruction, grading the individual within his achievement level.)		Yes		No	

	Complete	Strong	Adequate	Fair	None
4. Established the need for understanding the social and cultural background of students	5	4	3	2	1
5. Developed an understanding of adolescent growth and development .	5	4	3	2	1
6. Outlined workable discipline methods. (management of student behavior)	5	4	3	2	1
7. Developed a personal value system about teaching.	5	4	3	2	1
8. Provided information of how various school services affect the life of a student. (Example: school lunch, bus service, etc.)	5	4	3	2	1
9. Established a relationship between your field and different subject matter areas.	5	4	3	2	1
10. Outlined the teacher's role in the school with regard to extra-curricular activities	5	4	3	2	1
11. Recommended techniques for initiating self- discipline among students	5	4	3	2	1
12. Outlined techniques for communicating with parents and other adults	5	4	3	2	1
13. Provided experiences in developing teaching materials.	5	4	3	2	1
14. Aided in developing skills in evaluating teaching materials.	5	4	3	2	1
15. Prepared you to evaluate pupil progress.	5	4	3	2	1
16. Provided methods of analyzing teaching skills	5	4	3	2	1
17. Emphasized the need for developing new knowledge.	5	4	3	2	1

	Complete	Strong	Adequate	Fair	None
18. Provided an awareness as to how your subject has been taught in past years.	5	4	3	2	1
19. Provided adequate training related to testing specific skills in physical education.	5	4	3	2	1
20. Fostered a desire to be innovative	5	4	3	2	1
(Were you provided with examples how you might change teaching methods to make them more workable for you?)		Yes		No	

#### UNIVERSITY SUPERVISOR

The university supervisor -

21. Encouraged you to develop your own teaching style.	5	4	3	2	1
22. Assisted you in setting teaching goals and objectives	5	4	3	2	1
23. Stressed the importance of developing a good teaching attitude and pride in the profession	5	4	3	2	1
24. Provided teaching methods relating theory to practice.	5	4	3	2	1
25. Aided you in locating and utilizing teaching materials.	5	4	3	2	1
26. Assisted you in selecting appropriate teaching media.	5	4	3	2	1
27. Assisted you in working constructively with your cooperating teacher.	5	4	3	2	1

	Complete	Strong	Adequate	Fair	None
(How often did you have conferences involving you, the cooperating teacher and the college supervisor?)					
		Number. _____			
28. Provided constructive criticism of your teaching.	5	4	3	2	1
(How often during your student teaching experience did your supervising teacher give you constructive criticism?)					
		Number. _____			
(Did the criticism aid you in improving your teaching?)		Yes _____		No _____	
29. Offered suggestions for a full year program in physical education.	5	4	3	2	1
(Did you have access to all files related to instruction in your physical education department?)		Yes _____		No _____	
30. Visited you often enough to make a valid observation of your teaching.	5	4	3	2	1
(How many times were you observed by your supervising teacher during your student teaching.)		Number _____			
(Average time spent in conferences with supervisor following observation.)	5	4	3	2	1
31. Suggested positive and constructive approaches to classroom control	5	4	3	2	1
32. Emphasized the extra duties for which you may be responsible. (bus duty, lunch duty, attendance at school functions.)	5	4	3	2	1

THE COOPERATING TEACHER

	Complete	Strong	Adequate	Fair	None
33. Provided ample varied teaching experiences	5	4	3	2	1
(With how many teaching experiences were you provided? Example: teaching units, administering tests, etc.)	1-5	5-10	11-15	16-20	20+
(Give exact number of you can remember.)			Number _____		
34. Offered continuous constructive criticism of your teaching.	5	4	3	2	1
(How many times during your teaching were you given feedback in a constructive way?)	1-5	5-10	11-15	16-20	20+
(In a destructive way?)	1-5	5-10	11-15	16-20	20+
35. Provided immediate teaching situations to implement constructive criticism.	5	4	3	2	1
(How soon did the feedback occur? Give number of times in each category.)	Same Day	Following Day		No Followup	
	_____	_____		_____	
36. Assisted in setting teaching goals and objectives.	5	4	3	2	1
37. Provided teaching situations that would link theory with practice.	5	4	3	2	1
38. Aided in developing teaching materials.	5	4	3	2	1
39. Assisted in selecting appropriate media for the methods used.	5	4	3	2	1

	Complete	Strong	Adequate	Fair	None
40. Aided you in developing positive and constructive approaches to classroom discipline.	5	4	3	2	1
41. Stressed the importance of developing a good teaching attitude and pride in the profession.	5	4	3	2	1
42. Promoted an understanding of the total school in relationship to your student teaching assignment.	5	4	3	2	1
43. Provided opportunities for you to work professionally with other colleagues.	5	4	3	2	1
44. Provided information related to the background of pupils with whom you were working.	5	4	3	2	1
(Did your cooperating teacher expose you to student files and show how they are used to determine background of special problem students?)		Yes		No	
45. Assisted you in assessing the learning capabilities and needs of your students.	5	4	3	2	1
(Did your cooperating teacher discuss test results and achievement scales of your students with you?)		Yes _____		No _____	
(Did you administer written tests?)		Yes _____		No _____	
(Did you administer skill tests?)		Yes _____		No _____	
46. Aided you by being a resource person in locating and utilizing teaching materials.	5	4	3	2	1

	Complete	Strong	Adequate	Fair	None
47. Provided opportunities for you to observe other teachers in the school.	5	4	3	2	1
(How many other teachers did you observe in their classes during your student teacher training experience?)					Number _____
48. Made you aware of extra duties for which you may be responsible.	5	4	3	2	1

December, 1971

Dear Colleague,

I am in the process of completing the requirements for a master's degree in Physical Education. Your reaction to the items appearing in the enclosed questionnaire will be sincerely appreciated. If you are interested in the results of any part of the study please indicate by placing your name and return address at the top of page one on your returned questionnaire. If you are a female respondent, please write the letter F in the upper left hand corner on page one of the questionnaire.

Sincerely,

Cliff Andreasen  
Physical Education  
South Cache Jr. High



January, 1972

Dear Colleagues,

About three weeks ago you should have received a questionnaire requesting information reflecting your evaluation of our teacher training preparation program in physical education at Utah State University.

To date we have had a fairly good response from those who have received this evaluative questionnaire. We have not, however, received your most needed response and would greatly appreciate your taking time to complete the instrument and return it to us as soon as possible.

Thank you very much for your time.

Sincerely,

Cliff Andreasen  
Physical Education  
South Cache Jr. High

## VITA

Clifford R. Andreasen

Candidate for the Degree of

Master of Science

Thesis: An Evaluation of the Physical Education Teacher Training Seminar  
at Utah State University.

Major Field: Physical Education

## Biographical Information:

Personal Data: Born at Trenton, Utah, July 13, 1932, son of Aaron and Myrtle Robbins Andreasen; married Roma Dahle, October 29, 1954; three children--Bryon, Betty, and Barbara.

Education: Attended Trenton Elementary School in Trenton, Utah; graduated from North Cache High School in 1950; received a Bachelor of Science degree from Utah State University in 1957 with a major in Physical Education and a minor in Business Administration; completed requirements for the Master of Science degree, at Utah State University in 1972.

Professional Experience: Teacher of Physical Education for the Cache County School District, and Coach for all sports at South Cache Junior High School, 1957-1972.