

AN ABSTRACT OF THE THESIS OF

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Title: A PROPOSED IN-SERVICE PROGRAM FOR COOPERATING
TEACHERS BASED ON A STUDY OF OREGON STATE
UNIVERSITY HOME ECONOMICS COOPERATING TEACHERS

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The purpose of the study was to develop a proposed in-service program for cooperating teachers who supervise student teachers.

Forty-one cooperating teachers for the Home Economics Education Department of Oregon State University rated the competencies of a good supervisor of student teachers. Also, 17 heads of home economics teacher education departments in universities and colleges suggested what preparation and on-going help cooperating teachers should have.

An analysis of the data revealed that the department heads believe a formal graduate course in supervision was a necessity. In addition, seminars or workshops at regular intervals were also deemed important for updating.

It was learned the majority of the respondents had never had a

course or in-service training in supervision other than cooperating teacher seminars and a large number felt themselves deficient in many areas. It was found a number of the cooperating teachers experience common problems, such as: methods of evaluation, techniques in developing ability within the student teacher to express and use her own ideas, need for a class on supervision, ways of being more helpful in general to the student teacher, how to effectively guide the student teacher without doing too much for them and help the student teacher build self-confidence.

The respondents were asked to rate 30 competencies of cooperating teachers. Twenty-nine competencies were rated by the majority of cooperating teachers as being "important" or "very important."

Using the data in the study, a proposed in-service program was outlined and methods by which it could be taught.

A Proposed In-Service Program for Cooperating
Teachers Based on a Study of Oregon State
University Home Economics
Cooperating Teachers

by

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--Jane Winter

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A PROPOSED IN-SERVICE PROGRAM FOR COOPERATING
TEACHERS BASED ON A STUDY OF OREGON STATE
UNIVERSITY HOME ECONOMICS
COOPERATING TEACHERS

CHAPTER I

INTRODUCTION

Need for Study

Teaching as a profession has been with us for many years. It is recognized that many different methods may be employed to stimulate learning. To become a teacher these various methods are observed, explored and used in an actual teaching situation. Using these methods as a student teacher is done under the supervision of a cooperating teacher. This teacher must have a very real concern for education and the preparation of well qualified prospective teachers. It is hoped through this study to be able to propose a meaningful in-service education program for the prospective and present cooperating teacher so that he/she may be well prepared to accept the responsibility of supervision. Through discerning the needs of those teachers who have accepted this responsibility an on-going program may also be needed.

Purpose

The purpose of this study is to develop a proposed in-service

program for potential and present cooperating teachers in home economics.

Statement of the Problem

In order to achieve this purpose two major questions need to be answered.

1. What preparation should secondary school teachers have in order to become cooperating teachers ?
2. What on-going help should cooperating teachers have in order to be progressively more effective ?

Four related questions bore directly on the above two.

- (1) What do you believe are important competencies for cooperating teachers ?
- (2) What help given by the university supervisor is most useful?
- (3) What supervisory techniques would you like to be prepared to use ?
- (4) What would you like to know about supervision ?

After discovering the answers to these questions it will then be necessary to set up a proposed in-service education program which fulfills the needs of cooperating teachers.

Limitations

The sample used was 50 home economics teachers who are or

recently have been cooperating teachers for the Home Economics Education Department of Oregon State University. For ease of communications only those who were still teaching and whose current addresses were known were used. All who met the criteria from the 1969-70, 1970-71 cooperating teachers list were used.

The authorities surveyed were heads of home economics education departments in colleges and universities of the 13 western states (excluding Oregon) whose institutions are approved by state boards to prepare vocational teachers of home economics.

Definition of Terms

Many of the terms used in this study have several meanings. Also, there are some terms which may have the same meaning. Therefore, throughout this study the terms and meanings given here shall be used.

Cooperating Teacher: A public school teacher who accepts the responsibility of guiding student teachers through the student teaching experience. Synonym: Supervising teacher.

Supervisor: The university representative who regularly visits, observes and confers with the student teacher and cooperating teacher during the student teaching experience.

Home Economics Education Authorities: The heads of home economics teacher education in institutions approved by state boards

for vocational education for the training of vocational teachers of home economics. Synonym: Authorities.

In-service: A program designed to prepare public school teachers, who are or plan to be cooperating teachers, to become effective in supervising student teachers.

Student Teacher: A university or college student gaining practical teaching experience through teaching under the guidance of a cooperating teacher and university supervisor.

Student Teaching: The full time observation, participation, and actual teaching in a public school setting by a university student preparing for teaching.

Importance of Cooperating Teachers

Writers and authorities agree that the student teaching experience is one of the most valuable learning processes in the student's education. Since this is so, it is apparent that the cooperating teacher is a most valuable person. Stratemeyer and Lindsay (1958), Hayes (1966), Milanovich (1966), and Kruszynski (1968) have identified the cooperating teacher as the key person in student teaching. Hayes (1966) found that the supervising teacher is the most frequently mentioned when student teachers are asked to name people who were important to them during their student teaching experience. Acknowledging the importance of the cooperating teacher, it is felt that

"he should be highly qualified personally and professionally"

(Milanovich, 1966, p. 22).

Being a superior teacher of children or youth is not the only essential quality of a good cooperating teacher, however, for not all superior teachers have the ability to work well in helping the novice to become a teacher. Successfully inducting a young person into teaching demands attitudes and abilities in addition to those required for effective teaching of boys and girls (Stratemeyer, 1958, p. 7).

The cooperating teacher must be wholeheartedly willing to work with student teachers or the student teaching experience will, at best, be mediocre. Many teachers accept the responsibilities of student teachers because they have been asked by their school administration and/or the college or university. Many are afraid to refuse, even when they sincerely do not want to work with student teachers, fearing the consequences. In this instance the teacher is not sure enough of herself in her position to be able to express her feelings honestly. Those who accept student teachers under these circumstances are less qualified than those who reject them. They lack security and intestinal fortitude (Kruszynski, 1968).

. . . the primary criterion to be used in assessing the qualifications of prospective student teaching supervisors must be an honest, positive, and unequivocal desire to participate. In short, volunteers rather than conscripts are required if quality is the goal (Kruszynski, 1968, p. 137-138).

Student teachers will both consciously and unconsciously absorb the standards and ideals of the supervising teacher. If this impact is to be a positive one, the need for quality in supervision must be emphasized (Hayes, 1966, p. 4).

The behavior of the student closely approximates that of the cooperating teacher by the end of the student teaching experience. The prospective teacher spends more time with the cooperating teacher than any other staff member. Therefore, the cooperating teacher has a great deal of influence over the type of teacher the student becomes. The cooperating teacher is in effect teaching herself to the student teacher. The expectations, attitudes, feelings, and responses of the cooperating teacher are bound to be learned by the student teacher at least to some degree. Because of these things the cooperating teacher makes contributions which will ultimately influence hundreds of children and youth (Stratemeyer, 1958; Ishler, 1968; Kruszynski, 1968; Metzner, 1969).

Kruszynski (1968) feels that prolonged exposure to an insecure, conforming teacher will create conflicts within the student and affect her interpretation of the role of a teacher. This may ultimately inhibit the student teacher's professional growth. It is the feeling of security within the cooperating teacher that will determine the amount of freedom she is willing to grant the student. There are also many responsible behaviors of a teacher that are conforming, but this does not mean a passive acceptance of all suggestions or requests.

Teaching offers many opportunities for great personal satisfaction. The relationship between the cooperating teacher and student has direct bearing on the amount and kinds of satisfactions and

successes experienced by the student teacher. The whole variety of relationships during student teaching will have an impact in terms of performance and mental health of the student now and later in her teaching (Lowther, 1970b).

Public school teachers are now, through their role as supervising and cooperating teachers, assuming the awesome responsibility of guiding student teachers through the most significant and important phase of their professional preparation programs (Brekke, 1967, p. 29).

The cooperating teacher should have skill and stability. She must be patient and understanding of the student. The student teacher should be genuinely welcome so that a worthwhile relationship can be established.

The position requires a teacher who is willing and able to share his classroom, his ideas, and his pupils with a student teacher, who can establish a cooperative approach with students, and who is not threatened by their presence (Milanovich, 1966, p. 25).

The teacher must be able to see his new role as a professional challenge to which he is willing to devote his time and energy. Few positions can be more demanding than this for he is attempting to be a teacher of a college student while at the same time he is responsible for educating a class of elementary or secondary school pupils. He must realize the significance of his work, for now his efforts will not only influence the pupils in his class, but also those who will be taught by the student teacher with whom he works. Accepting the challenge of his work and knowing its importance should cause the teacher to accept the responsibility for his self-improvement (Hayes, 1966, p. 14).

CHAPTER II

REVIEW OF LITERATURE

In the day when such a heavy emphasis is being placed on education it is important that our teacher candidates receive the very best preparation we can provide them.

There is little doubt that the student teaching experience is one of the most important, if not the most important, phase in the preparation of the teacher. A review of the requirements for the granting of a certificate for teaching will support this position. The specifics of the certification requirements vary, but it is the one factor that occurs most often in standards listed by the states. It is agreed by teachers, public school administrators, college and university staff members, state officials, and students that the neophyte should begin to apply that which he has learned in the college classroom under the watchful eye of the well-educated, experienced, and successful teacher (Hayes, 1966, p. 1).

Hayes' belief that student teaching is one of the most important aspects of teacher preparation is shared by Curtis and Andrews (1954) and many other authors.

Competencies of Cooperating Teachers

The key person in the student teaching experience is the cooperating teacher. What makes her competent in supervising has been the topic of research by several writers.

Twenty-three experienced teachers and school administrators working with Edwards (1966) at the University of Kansas formulated a

list of cooperating teacher competencies after surveying available literature and drawing upon their experiences and those of other professional educators. Edwards also used an open-end type survey with 113 students who were currently, or had just recently finished student teaching. From this a composite list was formed in which

. . . the competencies were grouped with the idea of placing each in the category which seemed most fitting and which might facilitate thinking about its significance. The five categories and the competencies within them are:

- I. Competencies related primarily to classroom procedures and techniques.
 1. Gives suggestions in matters of discipline.
 2. Acquaints the student teacher with "routine" matters.
 3. Displays accuracy in keeping records.
 4. Creates a democratic setting for learning--one in which pupils share in some decision-making experiences.
 5. Assists student teacher in setting reasonable standards of performance for his classes.
 6. Encourages creative thinking and planning by pupils and by the student teacher.

- II. Competencies related primarily to the working relationship between the supervising teacher and the student teacher.
 1. Is available for consultation and moral support when needed.
 2. Analyzes with the student teacher the value of experiences; helps the student teacher to discover which ones are most worthwhile.
 3. Helps the student teacher set his goals and formulate his educational philosophy.
 4. Shares in planning with the student teacher.
 5. Plans and teaches through another adult; originates and suggests new ideas without dominating the student teacher's thoughts and actions.
 6. Establishes a feeling of security on the part of the student teacher by clarifying his responsibilities throughout the student teaching period.

7. Recognizes and helps relieve tension in pupils and in the student teacher.
 8. Offers criticism--continuous, specific, and constructive--in a sympathetic manner.
 9. Helps the student teacher to develop understanding of his own strengths and weaknesses and to build a healthy self-concept.
 10. Invites the student teacher to participate in the professional and social activities of the staff.
 11. Shows willingness to consider new and different techniques in an open-minded manner.
- III. Competencies related primarily to the transition from the relatively inactive status of the student teacher at the beginning of student teaching to his active status later in the assignment.
1. Gradually lets student teacher accept increasing responsibility until full teaching responsibility is assumed.
 2. Helps student teacher to understand his job in relation to the entire school program.
 3. Helps student teacher build teaching skills through observation of his (cooperating teacher's) teaching.
 4. Assists student teacher in recognizing theories in practice--child development, psychological principles, and so forth.
- IV. Competencies related primarily to personal characteristics or traits of the supervising teacher that might be emulated by the student teacher.
1. Sets a good example for the student teacher in personal appearance, grooming, speech, and appropriate mannerisms.
 2. Makes rational judgments, takes appropriate action, and accepts responsibility for the consequences.
 3. Knows his own strengths and weaknesses and accepts himself as he is.
 4. Reflects a positive professional attitude and a real liking and respect for teaching.
 5. Exhibits interest in continuous self-improvement and educational advancement.
 6. Reflects a mature personality with enthusiasm and broad interests.
- V. Competencies related primarily to developing broad professional and school responsibilities.
1. Is an active participant in local and state teachers'

- organizations and is familiar with the purposes and work of the NEA.
2. Perceives the opportunity to work with future teachers as a professional responsibility.
 3. Places primary emphasis upon his service to society rather than upon his personal gain.
 4. Actively participates with his colleagues in developing and enforcing standards fundamental to continuous improvement of his profession, and abides by those standards in his own practice.
 5. Exhibits willingness to accept out-of-class responsibilities.
 6. Participates effectively in faculty meetings and the work of professional committees.
 7. Is acquainted with sources of current thinking-- journals, conferences, yearbooks, workshops.
 8. Exhibits a cooperative attitude in relations with other members of the staff (Edwards, 1966, p. 19-20).

Both Stratemeyer (1958) and Curtis (1954) predate Edwards in identifying most of these competencies. More recently many of them were also noted by Lowther (1968), Southworth (1968), and Vander Meulen (1968).

Major Weaknesses of Cooperating Teachers

Other educators have been concerned with identifying weaknesses of cooperating teachers. The most serious criticisms noted by Milanovich (1966) are that some supervising teachers:

1. are not good teachers;
2. do not assume the responsibility seriously;
3. do not observe the student teachers enough;
4. lack the ability to evaluate teaching performances;

5. are not consistent in their expectations of student teachers;
6. are weak in conferencing;
7. are unable to assist with lesson planning;
8. do not use a team approach;
9. become too emotionally involved;
10. are too punitive --do not let the student teachers save face.

When the Oregon decision-makers in teacher education made a careful analysis of the role of the supervisor of student teachers and intern teachers, they identified several major weaknesses in a vast majority of the people assigned this responsibility (Ward, 1966, p. 444).

The weaknesses identified by this group coincide, for the most part, with the above list from Milanovich (1966).

It is up to the university or college in their selection of cooperating teachers to eliminate those teachers who exhibit many of these qualities. Then through in-service programs help the teachers selected to serve as cooperating teachers overcome or at least recognize and deal with their weaknesses effectively.

Need for Training of Cooperating Teachers

Practicing teachers tend to become less flexible in their approaches to and methods of teaching. If the student teacher merely imitates his supervising teacher, he becomes an additional reinforcer of professional practice (Malikail, 1970, p. 164).

Because of this it becomes increasingly important that cooperating teachers know and are using current methods and procedures effectively in their classrooms.

One of the responsibilities of the teacher education institutions is to provide in-service programs to prepare outstanding public school teachers to work as cooperating teachers (Pautz, 1966; Ward, 1966; Ishler, 1968; Lowther, 1968a; Shawver, 1970). Shawver further states that those who direct student teachers' experiences should be well prepared for their responsibilities. In Ruman's words,

. . . student teaching programs of desirable quality cannot be achieved unless we assist those who supervise student teachers to prepare themselves for this unique responsibility (Ruman, 1968, p. 272).

The large number of student teachers makes it impossible to train them all in laboratory schools or nearby off-campus schools. This tends to minimize the role of the university supervisor (Malikail, 1970). Since more of the load is being delegated to the public school teacher it is increasingly important that they receive adequate preparation for the role of cooperating teacher. They should have ". . . reward, recognition, and respect. . ." (Brekke, 1967, p. 30) and preparation for the new role. The university wants and needs people who are committed to the highest ideals of teaching and are good quality models with whom the student teachers can identify (Brekke, 1967).

Shawver (1970) noted that it is necessary that the supervising teacher of student teachers should be acquainted with the whole program of teacher preparation. They need specific preparation in working with college-age students in a supervisory role.

Each year there are new theories and knowledge in education. In order for education to progress these new innovations must be brought into the classroom. Student teachers need to be guided and encouraged to try to use new ways (Malikail, 1970). The cooperating teacher can do this effectively only if she is aware of the new innovations.

There are three major prerequisites for supervising teachers as identified by Hayes (1966). First of all, they must have adequate knowledge of their subject matter; next, it is important that they possess knowledge of the teaching-learning process; and thirdly, they must have a number of years of successful teaching experience. Milanovich (1966) also states that the cooperating teacher could be reasonably expected to have a master's degree and at least five years of successful experience in the area of the teacher's preparation. Then before they have a student teacher they should

. . . complete a college course designated to give them a thorough understanding of the student teaching program and to spell out the responsibility of supervising teachers (Milanovich, 1966, p. 27).

Compensations for Cooperating Teachers

The colleges and universities should give recognition to the cooperating teachers for the significant role they fulfill. There needs to be an upgrading of the standards for cooperating teachers. "Action

must be taken to make the role of the cooperating teacher one of respect, dignity, and prestige within the school" (Brekke, 1967, p. 30).

Kruszynski (1968) also feels it is up to the teacher training institution to enhance the conditions for the work of supervision. Money may be the first such incentive, since it does require long, hard work to achieve success. Cooperating teachers need not only be well prepared, but also rewarded financially and professionally (Ishler, 1968).

Another way of rewarding the cooperating teacher is to provide her a tuition-free course which will make her proficient in the necessary competencies and provide her with the knowledge of the university's expectations for her (Pautz, 1966).

Training of Cooperating Teachers

Just paying cooperating teachers more will not necessarily improve the quality of supervision. Projects have reported improvement in effectiveness, however, as a result of a special preparation program. The objectives of a program are:

1. To develop Teacher Education Specialists
2. To make sure there are enough specialists for the increasing amount of student teachers
3. Improve the quality of experiences for student teachers
4. Provide for professional recognition and advancement of teachers who are interested in teacher education

5. Provide teachers the opportunity of gaining recognition and promotion without leaving the classroom (Ishler, 1968).

The producing of high-quality supervising teachers is the major goal of a preparation program (Ward, 1966).

The college wants the best possible learning conditions for their student teachers and the cooperating teachers want to learn all they can to help provide for these conditions. The cooperating teachers need skills and knowledge beyond that of the classroom teacher. A course on Supervision of Student Teaching should be offered for cooperating teachers without payment of fees (Pautz, 1966).

Milanovich (1966) also recommends more and better in-service education programs. He feels the colleges need to plan and present conferences, seminars, and workshops to keep cooperating teachers up to date. The most important or effective contribution of the institutions of higher education is to provide training for cooperating teachers in the area of evaluation and feedback (Lowther, 1968a). Southworth (1968) feels that the most worthwhile student teaching experiences incorporate the use of video tape, audio tapes, interaction analysis, and question matrices. Picton (1970) also emphasized the use of the tape recorder to analyze teaching. This could be done by recording the lesson, then the cooperating teacher and student teacher listen to it together, and analyze the lesson. This could be repeated throughout the student teaching experience.

Hunter and Amidon (1966) reported a similar use with the video tape recordings. These were used to record the beginning experiences of students with children. After the taping, the results were reviewed along with the college supervisor. This was repeated several times throughout the student teaching experience. They feel that the use of the new media (8mm motion pictures, tape recorders, and television) is a must for inquiry. Students need and want to examine their performances in the light of their goals.

Teacher training institutions employ many different methods of providing in-service education for their cooperating teachers. Workshops and seminars are frequently planned to meet the needs of persons working with student teachers. Many times those preparing to work with students also attend. Credit may or may not be granted for these sessions.

Supervisory conferences are also a helpful means of keeping in touch. Two-way conferences between the university supervisor and the cooperating teacher, if planned for in advance, can be a valuable means of in-service education. Group conferences are also used to help the cooperating teachers to obtain an understanding of the teacher education program and to help in the solution of problems which are common to most of them (Tanruther, 1966).

Printed materials are widely used to help the cooperating teacher increase his effectiveness in working with student teachers.

These include handbooks, Association for Student Teaching publications, bulletins, newsletters, and professional magazines.

Tanruther (1966) indicates that there are at least three groups of classroom teachers who can benefit from a well-planned and well-executed in-service program:

1. Those who have not worked with a student teacher and are preparing to be a cooperating teacher
2. Those who are working with a student teacher for the first time

His viewpoint toward teacher education, his goals as a supervising teacher, and his competence in working with a student teacher can in a large part be influenced by his experiences in an in-service program (p. 74).

3. Those who are experienced supervising teachers

A good in-service program can aid him in discovering better procedures for working with prospective teachers, by supplying him with new publications, by informing him of the latest research, and by utilizing his skill in assisting beginning supervising teachers (p. 74).

Teacher education institutions continue to work on and offer programs to upgrade the competencies of their cooperating teachers. Florida's course combines television, seminars, and individual study assignments. There were 20 telecasts used in the course with these major topics explored:

1. The significance and challenge of student teaching
2. The shared responsibilities of colleges and schools
3. The importance of clarifying the expectations of student teaching

4. Establishing good personal and working relationships
5. Using background experiences
6. Assuming responsibility
7. Planning and evaluating
8. Identifying educational principles
9. Conferences
10. Seminars
11. The place of interests in the curriculum
12. Meeting instructional needs
13. Evaluating pupil growth
14. Evaluating progress of student teachers
15. Increasing the responsibility of student teachers
16. New development in education
17. The concept of teaching
18. The concept of profession
19. Problems and issues in teacher education
20. The cooperative nature of student teaching

(Scrivner, 1966, p. 76-77).

Additional content to supplement these are presented through seminars and individual study assignments.

The state of Georgia also set up a statewide approach to teacher education. Within this is a program for the preparation of supervising teachers. The content identified includes:

1. To clarify understandings of the roles of the various participants in the student teaching program.
2. To develop understandings of the problems involved in the successful orientation of the student teaching program to the student teacher.
3. To acquire the supervisory skills essential for guiding the student teacher in the planning, developing, and evaluating effective learning experiences for and with pupils.
4. To develop the supervisory skills necessary to help the student teacher identify his strengths and weaknesses and to evaluate his progress.
5. To understand the importance of helping the student teacher recognize that the application of the principles of human growth and development is basic to effective training.

6. To help the student understand the contributions that effective school organization can make to an instructional program.
7. To define an understanding of ways and means of helping the student teacher work effectively in the area of human relations.
8. To define ways and means for helping the student teacher see more clearly the purpose of education in our society.
9. To define ways and means for helping the student teacher understand the importance of technical and routine activities in an instructional program.
10. To help the student teacher mature into a professional and ethical teacher.
11. To develop increased skill in the use of democratic practices.
12. To identify weaknesses in their own teaching competencies and to be introduced to resources that could be the means of alleviating such weaknesses (Scrivner, 1966, p. 82).

Each college or university should develop a program for preparing cooperating teachers to work as Teacher Education Associates. These programs should include courses in supervision of student teachers, advanced methods, curriculum research, group dynamics, psychology of human adjustment, and a series of courses in the teacher's specific field. On-the-job training would then be provided by being assigned to a university supervisor for a block of time. On completing the courses the teacher should receive a master's degree or specialist's degree if they already have a master's. The teachers would then have three student teachers per semester assigned to them.

These teachers would now function as a department of the college of education and hold regular meetings and in-service programs. They would receive their regular salary plus at least \$1500 per year from the college.

The university supervisor could then devote more time to the student teachers who are having difficulties without worry of neglecting the others. This would assure a truly cooperative effort in the preparation of teachers (Ishler, 1968).

CHAPTER III

METHOD OF PROCEDURE

Cooperating teachers can profit from a preparatory and on-going program of education which will sharpen their supervisory skills and help to answer their needs in working with student teachers. A survey was made of persons engaged in the teacher education process.

Selection of Sample from Population

The total sample for the study was 91, comprised of 50 cooperating teachers and 41 heads of home economics teacher education departments.

The 50 home economics teachers were, or recently had been cooperating teachers for the Home Economics Education Department of Oregon State University. Those selected were still teaching and the current addresses were available. The selection was made from the 1969-70, 1970-71 Oregon State University Home Economics Education Student Teachers lists.

The 41 authorities were listed in a bulletin put out by the U. S. Department of Health, Education, and Welfare; Office of Education; Bureau of Adult, Vocational, and Technical Education; Division of Vocational and Technical Education. The bulletin was titled, Heads of Home Economics Teacher Education in Institutions Approved by State

Boards for Vocational Education for the Training of Vocational Teachers of Home Economics (revised February, 1970). The heads of all the departments within the 13 western states were used (Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Utah, Washington and Wyoming). Oregon was excluded.

Construction of Questionnaire for Cooperating Teachers

In order to fulfill the purpose it was necessary to construct a questionnaire which would seek answers to the questions in the Statement of the Problem (Chapter I). Items were collected from the review of many questionnaires and literature pertaining to supervision.

While the questionnaire was being constructed a letter was sent to the head of the Home Economics Education Department of Colorado State University to enlist her help in obtaining a list of teachers in the area who were presently or had recently worked with her department as cooperating teachers.

The completed questionnaire was then sent for validation to 25 Colorado teachers who were now or had recently been cooperating teachers. Responses were received from 22, or 88% of the participants. On the basis of the criticism of these people the final questionnaire was constructed.

The revised questionnaire had a total of 64 items, 16 pertaining to personal and school background, 30 concerning competencies for

cooperating teachers, 10 concerning help from the university supervisor, 6 pertaining to supervisory techniques, 1 open-ended question inquiring as to what they would like to know about supervision and a provision for other comments and reactions to supervision of student teachers (Appendix A).

The final questionnaire was then sent to 50 home economics teachers in Oregon who were or had recently been cooperating teachers.

Construction of Questionnaire for Authorities

Since the purpose of the study was to develop a proposed in-service program for potential as well as present cooperating teachers it was necessary to assess the beliefs and suggestions of authorities concerning each of these subjects. To permit complete frankness and freedom of expression two open-ended questions were posed -- one concerning the preparation teachers should have to become a cooperating teacher and the other concerning on-going help for cooperating teachers in order to continue being effective supervisors. These questions were sent to 41 heads of home economics teacher education departments.

Procedure for Analysis of Data

Forty-one (82%) of the questionnaires were returned by the

cooperating teachers. The answers were tallied and the number figured in percent and rounded off to the nearest whole percent.

After the final computations were made, Tables 1-10 were constructed. The competencies listed in Table 7 (p. 33) and the responsibilities for university supervisors in Table 8 (p. 39) are numbered in a different order than they are found in the original questionnaire (Appendix A). The writer has rearranged them according to the highest percentage of respondents rating them "very important" to "important. "

The cooperating teachers were also asked to give their reactions and comments about supervision and any other additional comments. The responses were listed and tallied for each of these categories. In reporting them the responses were listed with a number placed in parentheses after each response indicating the number of cooperating teachers who gave similar responses. For a single response no number was placed after the statement.

Responses were received from 41% (17) of the authorities surveyed. The replies to each of the two questions were listed and the number of similar replies tallied. In the final reporting the question was stated, then the replies listed as to the number of responses running from the most to the least. The number in parentheses after each statement indicates the number of authorities making the same

response. The percentage (rounded to the nearest whole percent) of the total respondents follows this number.

Development of the In-service Program

An outline of a proposed in-service program in supervision was developed for teachers who are or intend to become cooperating teachers. The content of the program was taken from the review of literature, the opinions of the authorities and the survey of the cooperating teachers.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

The purpose of this study was to develop a proposed in-service program for cooperating teachers. In order to achieve this goal it was necessary to first determine what competencies are important in the make-up of an ideal supervisor of student teachers and what preparation should she have to be qualified.

In the fall of 1971, questionnaires were sent to 50 Oregon home economics cooperating teachers and 41 heads of Home Economics Teacher Education Departments in the Western states. Responses were received from 82% of the teachers and from 41% of the authorities. The first group was asked to rate the relative importance of competencies of a good supervisor, while the second group was asked what preparation is necessary for a person to supervise student teachers.

The cooperating teachers were also asked about their formal education, teaching and supervising experience and their preparation to become supervisors. The findings, their analysis and interpretation follow.

Professional Background of
Cooperating Teachers

Of the 41 responding cooperating teachers, 63% had attained a

bachelor's degree and 37% a master's. Formal college classes had been attended by 85% of the respondents in the last five years. Those with a bachelor's degree averaged 48 hours per teacher beyond their degree, while those with a master's averaged nine hours per teacher beyond the degree (Table 1).

Table 1. Formal Education of Cooperating Teachers.

	<u>Cooperating Teachers</u>	
	no.	%
Bachelor's degree	26	63
Master's degree	15	37
<u>Date of last formal classes</u>		
1967-71	35	85
Before 1967	6	15
	<u>Hours of college courses beyond the highest degree</u>	
	<u>Average number of hours per teacher</u>	
Bachelor's	48	
Master's	9	

Twenty-nine percent had had a course in supervision. Seventy-one percent had never taken such a course in their entire careers, although they were, or had been, supervising teachers. Twenty-two percent indicated they had received in-service training in supervising student teachers, while 78% had not. Of the nine teachers who had taken in-service training in supervision, six had done so in their local

school districts, one at Oregon College of Education and two at Oregon State University (Table 2).

Table 2. Formal Preparation in Supervision of Cooperating Teachers.

	Yes		No	
	no.	%	no.	%
Have had a course in supervision	12	29	29	71
Have had in-service training in supervision	9	22	32	78

Ninety-eight percent of the respondents had attended at least one seminar for cooperating teachers presented by the Home Economics Education Department of Oregon State University. One teacher had attended none. The largest percentage (32%) had attended three seminars. Twenty-two percent had attended four or more such sessions (Table 3).

Table 3. Seminars Attended by Cooperating Teachers.

Seminars attended	Cooperating Teachers	
	no.	%
0	1	2
1	10	24
2	8	20
3	13	32
4	3	7
5	2	5
More than 5	4	10

The largest number of the respondents (44%) had taught six to ten years and 34% one to five years. Also, the majority (80%) had supervised student teachers for one to five years (Table 4).

Table 4. Teaching Experience of Cooperating Teachers.

	1-5		6-10		11-20		Over 20	
	years		years		years		years	
	no.	%	no.	%	no.	%	no.	%
As teacher	14	34	18	44	5	12	4	10
As cooperating teacher	33	80	6	15	2	5		

Fifty-six percent had each supervised one to five student teachers, 32% had supervised six to ten each and 12% had over ten student teachers. Three cooperating teachers had had students from an institution other than Oregon State University (Table 5).

Table 5. Student Teachers Supervised by Cooperating Teachers.

Student Teachers Supervised	Cooperating Teachers			
	O. S. U.		other	
	no.	%	no.	%
1-5	23	56	2	5
6-10	13	32	1	2
Over 10	5	12		

Table 6 shows that the largest percentage of cooperating teachers (39%) found it "easy" to release their classes to the student teacher. However, almost half of those (7) qualified the statement by

saying it "depends on the student teacher." Another 10% found it "very easy" to do so. Fifteen percent said it was "difficult" to "very difficult." Half the respondents (51%) said it "depends on the student teachers" (Table 6).

Table 6. Ease of Releasing Class to Student Teachers.

	Cooperating Teachers ^a	
	no.	%
Very easy	4	10
Easy	16	39
So-so	5	12
Difficult	4	10
Very difficult	2	5
Depends on student teacher	21	51

^aMore than total number of respondents due to multiple responses.

Relative Importance of Competencies of Cooperating Teachers

A list of 30 competencies for cooperating teachers was rated as to their importance by the 41 respondents, who were themselves cooperating teachers. The rating scale ran from "very important" to "not important" with five levels of grading.

The competencies listed in Table 7 are in a different order than they are found in the original questionnaire (Appendix A). The writer

has rearranged them according to the highest percentage of respondents rating them "very important" to "important" (Table 7).

As can be seen in Table 7, all felt the first six competencies (1-6) were "important" to "very important. "

Numbers 7 to 28 were judged to be "desirable but not always necessary" by from 2% to 17% of the cooperating teachers, but the majority rated them as "important" to "very important. " There were five responses (24, 26, 28 and 29) that were checked "of little importance" or "not important. " This small percentage does not seem important and will be discussed in the interpretation.

Item 29 seems to be the most controversial of the 30 competencies, since a wider divergence of opinion will be noted in the ratings by the responding cooperating teachers. Twenty-two percent felt it was "very important" to "generate enthusiasm for the student teacher among other faculty members" while 39% felt it was "important. " A third of the respondents (34%) said it was "desirable but not always necessary. " Two (5%) rated it as "of little importance. "

The last item, number 30, is the only one consistently rated at the low end of the scale as being "of little importance" or "not important" (a total of 80%). Obviously few felt the ages of the student teacher and cooperating teacher need necessarily be close together.

Table 7. Competencies Rated by Cooperating Teachers.

How important do you believe the following competencies to be for cooperating teachers? ^a

	Very important		Important		Desirable but not always necessary		Of little importance		Not important	
	no.	%	no.	%	no.	%	no.	%	no.	%
1. Enthusiasm for teaching	34	83	7	17						
2. Willingness and ability to listen	31	76	10	24						
3. Ability to be flexible	31	76	10	24						
4. Willing and eager to have student teachers	29	71	12	29						
5. Ability to grant student teacher responsibility when she demonstrates readiness	28	68	13	32						
6. Have pupils prepared to accept student teacher as a teacher	25	61	16	39						
7. Willingness to share over-all teaching plans and goals with student teacher	26	63	14	34	1	2				

(Continued on next page)

Table 7. (Continued)

	Very important		Important		Desirable but not always necessary		Of little importance		Not important	
	no.	%	no.	%	no.	%	no.	%	no.	%
8. Ability to accept suggestions and try ideas other than my own	21	51	19	46	1	2				
9. Ability to guide the student teacher in the use of her own ideas	22	54	18	44	2	5				
10. Ability to guide the student teacher into a successful first activity	22	54	16	39	2	5				
11. Ability to guide the student teacher in self-evaluations	21	51	18	44	2	5				
12. Accept others as they are and build on their strengths	21	51	17	41	2	5				
13. Ability to guide student teacher in making plans to fit long range goals that are established	23	56	15	37	3	7				

(Continued on next page)

Table 7. (Continued)

	Very important		Important		Desirable but not always necessary		Of little importance		Not important	
	no.	%	no.	%	no.	%	no.	%	no.	%
14. Ability to provide a variety of activities that are characteristic of teacher's work	21	51	17	41	3	7				
15. Acceptance of someone observing me teach for the purpose of learning techniques	19	46	19	46	3	7				
16. Concern for up-grading the teaching profession	24	59	14	34	4	10				
17. Set aside ample time for conference with student teacher	21	51	17	41	4	10				
18. Ability to set sound, effective, yet creative teaching standards for student teacher	18	44	20	49	4	10				
19. Ability to conduct a conference without dominating it	18	44	19	46	4	10				

(Continued on next page)

Table 7. (Continued)

	Very important		Important		Desirable but not always necessary		Of little importance		Not important	
	no.	%	no.	%	no.	%	no.	%	no.	%
20. Accept student teacher as junior partner	21	51	15	37	5	12				
21. Ability to empathize with student teacher	16	39	22	54	4	10				
22. Willing to have student teacher observe many different teaching situations	17	41	19	46	5	12				
23. Eager to see growth in others	14	34	20	49	6	15				
24. Help student teacher feel secure in her choice of vocation	23	56	15	37	1	2	1	2		
25. Ability to involve the student teacher in the school and classroom situation from beginning of student teaching experience	17	41	17	41	7	17				

(Continued on next page)

Table 7. (Continued)

	Very important		Important		Desirable but not always necessary		Of little importance		Not important	
	no.	%	no.	%	no.	%	no.	%	no.	%
26. Ability to be non-judgmental	13	32	23	56	4	10			1	2
27. Ability to observe and record significant evidence	9	22	25	61	5	12				
28. Ability to not expect too much from beginning student teacher	9	22	25	61	5	12	1	2		
29. Generate enthusiasm for student teacher among other faculty members	9	22	16	39	14	34	2	5		
30. Being close to the age of the student teacher	1	2			5	12	14	34	19	46

^a May be less than total respondents because of no response or more than total due to multiple responses.

Role of the University Supervisor

The university supervisor is the liaison person between the university and the cooperating teacher and shares with her the responsibility for the growth and development of the student teacher. Therefore, it was deemed important to learn what the cooperating teachers felt the university supervisor's responsibilities should be. Table 8 rates their replies.

All ten of the responsibilities of the university supervisor were rated as "important" or "very important" by the majority of cooperating teachers. Items 9 and 10 are the only two with any appreciable incidence of reservation.

Supervisory Techniques

The responding cooperating teachers were asked what techniques they are currently using and those they would like to be able to employ in working with student teachers. Their responses are found in Table 9.

Interpretation

Some of the writer's observations may help to pull the evidence together and point out areas of concern in developing a proposed in-service program.

Table 8. Help Desired from the University Supervisor by the Cooperating Teacher.

	Very important		Important		Desirable but not always necessary		Of little importance		Not important	
	no.	%	no.	%	no.	%	no.	%	no.	%
	1. Observe the student teacher at work and help her analyze her own strengths and weaknesses	29	71	12	29					
2. Be a good listener and provide wise counsel	22	54	19	46						
3. Have regular conferences with cooperating teacher and student teacher	26	63	14	34	1	2				
4. Give support to the cooperating teacher as well as student teacher	18	44	22	54	1	2				
5. Help cooperating teacher with methods of evaluation and feedback	18	44	20	49	3	7				

(Continued on next page)

Table 8. (Continued)

	Very important		Important		Desirable but not always necessary		Of little importance		Not important	
	no.	%	no.	%	no.	%	no.	%	no.	%
6. Provide leadership and encouragement	18	44	20	49	3	7				
7. Be willing to act as a trouble-shooter when necessary	18	44	19	46	4	10				
8. Clarify responsibilities of student teachers	20	49	16	39	4	10				
9. Explain student teacher program to cooperating teacher	19	46	13	32	6	15	1	2	2	5
10. Help set up working policies in order to do best job with student teacher	14	34	15	37	11	27	1	2	1	2

^aMay be less than total respondents because of no response or more than total due to multiple responses.

Table 9. Supervisory Techniques as Rated by Cooperating Teachers.

I would like to be able to help student teachers _____ ^a	Currently using		Would like to be able to use		Using, but would like additional preparation	
	no.	%	no.	%	no.	%
	1. Analyze lessons in terms of whether these lessons met the behavioral goals set up by the student teacher	25	61	5	12	12
2. Plan and carry through a lesson using Bloom's Cognitive Domain, Taxonomy of Objectives, and going from knowing to comprehension and finally to evaluation	3	7	25	61	7	17
3. Analyze with me the teacher-student talk to determine whether the class is more teacher talk than student talk	20	49	10	24	9	22
4. Plan with me and let me analyze the lesson for the teacher strategies used	21	51	8	20	10	24
5. Analyze the kinds of questions they used	24	59	5	12	11	27
6. Video tape lessons periodically throughout term for self-analysis	13	32	23	56	3	7

^a May be less than total respondents because of no response or more than total due to multiple responses.

Professional Background of
Cooperating Teachers

The average number of student teachers supervised by each of the 41 responding cooperating teachers was 1.7 students per year (Table 10; Appendix B).

It is surprising that faced with the tremendous responsibility of supervising student teachers 71% of the cooperating teachers had never had a course in supervision. It is unfortunate that the cooperating teachers could have taken an average of 48 hours beyond their bachelor's degree, or received a master's, with only 29% of them having at least one course in supervision. All but one had attended one to three all-day seminars at Oregon State University. Seventy-eight percent reported they had experienced no other in-service training in this highly specialized field (Table 2).

It hardly seems necessary to point out the fact that attendance at one or two all-day seminars in supervision could not do the job of a more lengthy concentrated course in the preparation for such a serious responsibility. When there seems to be almost unanimous agreement in the teaching profession that student teaching is one of the most important experiences in the educative process, it seems strange that more emphasis is not placed on the necessity of formal preparation in supervision.

Suggestions to alleviate this weakness will be discussed in the chapter dealing with the proposed in-service program.

Relative Importance of Competencies of Cooperating Teachers

It was encouraging to discover that the majority of cooperating teachers felt the competencies listed (Table 7) were important in a supervisor, since the writer had been highly selective in including those which she felt to be necessary in the total make-up of a good supervising teacher. These competencies were compiled from the review of literature.

It should be noted that a high proportion (39%) of the respondents rated number 29 lower than the rest (Table 7). They did not feel it was always important to "generate enthusiasm for the student teacher among other faculty members." This may be a reason for the feeling expressed to the writer by many student teachers that they are not really a part of the teaching staff. Faculty members sometimes forget that they were once a student teacher themselves and cannot remember the difficulty of making the transition from being a student to being a teacher. The student teacher is caught in the awkward state of playing a dual role. Other teachers can help in this transitional period.

In regard to the last item listed, it is refreshing to discover

that the majority felt the difference in chronological age between cooperating and student teachers was of little or no importance. Comments noted that the personalities and attitudes of both are what really matter.

One comment seems in order regarding the five responses in numbers 24, 26, 28 and 29 which rated the four competencies as "of little importance" or "not important." Three of the five negative responses were received from one person who at the time of the study had been a cooperating teacher for but one year. This respondent also had a 300% higher than the average of rating competencies as "desirable but not always necessary." These facts would seem to say more about the one doing the rating than about the importance of the competencies being rated.

This one example, which is unique in this study, is noted because these are the kinds of attitudes of teachers which can be discussed in the in-service program for supervising teachers which will be suggested in Chapter VI.

Role of the University Supervisor

It appears that the cooperating teachers feel the most important help the university supervisor can and should give is in those areas dealing primarily with the student teacher. It will be noted that items number 1 through 3 (Table 8) received the most "very important" and

"important" ratings.

Responsibilities number 4 through 7 might be interpreted as giving support to the cooperating teacher as well as to the student teacher. It would seem the cooperating teachers are saying, "Help us with the more difficult and sometimes unpleasant tasks in dealing with the student teacher."

Items 8 through 10 deal largely with the mechanics of setting up the student teaching program. The reason they received more marks of qualification may be that the cooperating teachers felt that these responsibilities could be taken care of by the university supervisor prior to the actual assigning of student teachers. They may have even felt that all three could be covered once and for all time, since it would only be repetitious when a cooperating teacher is being assigned, say her sixth or seventh student teacher. The double ratings and added remarks in the questionnaire attest to this.

This section of the study was found to be helpful in developing the suggested in-service program, for it is here these responsibilities can be dealt with in detail.

Supervisory Techniques

The most obvious finding in Table 9 is that a rather large percentage of the respondents need or would like additional preparation in the techniques listed. Since all of the techniques seem to be

important to educative researchers and theoreticians, it would seem advisable that preparation in the use of them should be included in an in-service program.

The added comments of many respondents would indicate the need of more simplified and more practical methods of reaching the same goals that are striven for with the techniques listed in the table.

Reactions and Comments About Supervision

The cooperating teachers were asked to give their reactions to an open-ended question--About what areas of supervision would you like to know more? The responses are listed below. The number in parentheses after each response indicates how many cooperating teachers gave similar responses. The question asked was:

About what areas of supervision would you like to know more?

1. Methods of evaluation (5).
2. Techniques in developing ability within the student teacher to express and use her own ideas (5).
3. Objective evaluation techniques, but more simplified and less mechanical than Bloom's and others presented at seminars (4).
4. Would like a class on supervision (3).
5. How to be of more help in general to the student teacher (3).

6. How to effectively guide the student teacher without doing too much for them (3).
7. Building student teacher self-confidence (3).
8. Kept abreast of new techniques of supervision.
9. Sharpen observation techniques.
10. What are the responsibilities of the student teacher, the cooperating teacher and the university supervisor.
11. Like to be kept up to date on student teacher requirements.
12. Writing recommendations.
13. How to criticize without making it seem unimportant or completely shattering.
14. Resolving personal conflict between two student teachers.

Interpretation

It should be noted that many of the respondents wrote no added comments in answer to the question. Those who did not take the time to think through and formulate an answer would very likely respond with a simple rating answer if the above replies were put to them in the form of a question.

The point is that the coincidence of several cooperating teachers writing the same thing about their problem areas indicates just how

urgent is the need for an in-service program to aid them in supervising student teachers with greater confidence that they are doing the job well.

Additional Comments

In order to allow the responding cooperating teachers to voice their opinions about anything further regarding supervision of student teachers, they were asked to write any comment they wished. The responses are listed below. The number in parentheses after each response indicates how many cooperating teachers gave similar responses.

1. More classroom experience before student teaching, such as teacher's aid and work with children and youth groups (5).
2. The student teacher often feels pulled between meeting the on-campus requirements for Oregon State University and the heavy demands of becoming a teacher (5).
3. There is a need to increase the communication between Oregon State University supervisors and cooperating teachers (5).
4. Student teachers are required to do too many projects while they are just starting their teaching (4).
5. Oregon State University Home Economics Education Department supervision is well organized and very efficient (3).

6. The cooperating teacher should be carefully selected (3).
7. Student teachers need more subject matter background (2).
8. Sending one student teacher at a time may be better than sending them out in pairs (2).
9. Enjoy having student teachers (2).
10. College and University staff members who are in teacher education should have to return to the public school classroom periodically to teach.
11. The university supervisor should be a chosen profession rather than an assignment.
12. The university supervisor should be carefully selected.
13. More careful selection and weeding-out before the college student reaches student teaching.
14. More consistency about supervision criteria.
15. Student teachers go out to schools with unclear expectations.
16. The Oregon State University supervisor does not actually observe the student teacher, yet writes recommendations.
17. Recommendations are played up so much that sometimes student teachers put on a false front until they are in.

Two additional responses of cooperating teachers seem worthy of including in this section. Since they are rather extended remarks, a paraphrase will be made.

One respondent's teaching philosophy might be summed up by saying she believes the students need more guidance and thinking about the necessity of "continued learning." The process should not stop with the diploma. She was also concerned with "self-extension." That is, the college students need help in personal psychology to aid them in "getting the most out of their talents--to stretch themselves to capacity." She added that cooperating teachers need this ability and determination, too. This might be worthy of including in the proposed in-service program.

A second respondent said she felt "student teacher training must change and become more realistic." She stated that "each year the candidate seems weaker in relation to preparation and realistic comprehension of what teaching is all about." Points which especially concern her are:

- Inability to organize realistic objectives
- Lack of creativity
- Lack of willingness to teach in an area which may be considered weak in order to strengthen while receiving supervision
- Lack of knowledge in the "how to's"--use a ditto machine, type a neat page, compose a thank you letter to a resource speaker, operate video equipment
- In home economics the demand for physical stamina is vital

and the student teacher must understand all the things included in a typical day

--Need to maintain or improve the image of home economics

Interpretation

Some rather serious problems are pointed out in the "Additional Comments." Again, the high rate of coincidence (Items 1-4) of several cooperating teachers writing the same thing makes it apparent that there are areas which need immediate attention if the student teaching program is to be most effective.

It will be noted that numbers 2 and 4 are quite similar, both having to do with a too heavy load placed on the students during their student teaching experience. The five responses to number 2 and the four to number 4 are from nine different cooperating teachers. For nine out of 41 teachers to independently respond concerning the same subject is high. Something should be done about the matter immediately, it would seem.

Several of the added comments seem to deal with the lack of preparation on the part of the students before their student teaching experience. Numbers 1, 7, 13 and 15 attest to this.

There seems to be a conflict between numbers 3 and 5. Some respondents seem to say Oregon State University supervisors might be deficient, while the others state that they are pleased with them.

Also, numbers 11 and 12 may be born out of unhappy experiences with Oregon State University supervisors. A clarification of these comments by the cooperating teachers indicates that some past Oregon State University supervisors have been well chosen and well trained in working with others, while other supervisors have not proven satisfactory to the cooperating teachers. Numbers 11 and 12 seem quite important.

Also, it is apparent that cooperating teachers feel that college and university staff members who are in the teacher education program should periodically return to the public school classroom to teach. This feeling was expressed many times in the "Help from the University Supervisor" section of the questionnaire and personally to the writer. The teachers feel many are out of touch with what is happening.

Home Economics Education Authorities' Beliefs
Concerning Preparation of
Cooperating Teachers

The heads of the Departments of Home Economics Education in 41 colleges and universities were asked to give their reactions to two open-ended questions in order to learn what preparation a cooperating teacher should have, in their opinion.

Responses were received from 41% (17) of those surveyed. The questions and their replies follow. The number in parentheses after

each statement indicates the number of authorities making the same response. The percentage of the total respondents follows this number.

Preparation of Cooperating Teachers

What preparation do you believe secondary school teachers should have in order to become cooperating teachers ?

1. A course(s) in supervision of student teachers and/or in-service training to prepare teacher for responsibility (15)
88%
2. Cooperating teacher should be carefully selected. There should be mutual consent of administration, teacher and college supervisor (6) 35%
3. Personal and professional attitudes desirable for supervision and leadership (6) 35%
4. At least three years of successful teaching experience (6)
35%
5. Minimum of two years successful teaching (5) 29%
6. Enrolled in or completion of a master's program or 30 hours beyond a bachelor's (4) 24%
7. Full certification for area in which teaching assignment is made (3) 18%

8. Have a bachelor's degree in Home Economics Education
(2) 12%
9. Be in present school at least one year (2) 12%
10. Master's degree (1) 6%
11. Some opportunity to practice working through another
person such as: sponsoring FHA chapter, directing 4-H
work, etc. (1) 6%
12. Some practice in analyzing the behavior of a teacher while
teaching (1) 6%

Summary

The majority of authorities (88%) feel special preparation should be mandatory for a teacher before being selected for supervision (no. 1). In addition, many authorities (64% total) felt that two to three years of teaching experience should be required (nos. 4 and 5). The selection of potential supervisors and their attitudes rate high with authorities (nos. 2 and 3), each cited by 35% of the respondents. Numbers 6, 7, 8 and 10 all relate to the college preparation the authorities feel is necessary for a teacher to supervise student teachers.

On-going Help for Cooperating Teachers

What on-going help should cooperating teachers have in order

to continue being effective supervisors ?

1. Close cooperation between college supervisor and cooperating teacher should be maintained via a seminar or other similar method (9) 53%
2. In-service training should be given at regular intervals so that cooperating teachers are kept up to date (8) 47%
3. Meet at least once a year with other home economics cooperating teachers for discussion of common concerns (8) 47%
4. An evaluation of her effectiveness as a teacher should be done (6) 35%
5. Assistance with communication (4) 24%
6. University share new curriculum materials that are developed or used in methods and other classes (2) 12%
7. College makes available, through extension at various times, courses in supervision and courses that lead to a master's degree in Home Economics Education (1) 6%
8. Graduate courses at different institutions to broaden their experiences and scope (1) 6%

Summary

Numbers 1 through 7 (omit no. 4) all concern the importance of some type of in-service program. The specific suggestions could all

be incorporated in courses and seminars for cooperating teachers.

Interpretation

In the first section (Preparation of Cooperating Teachers) a much larger percentage of authorities (88%) identified that it is more important for a teacher to have a course in supervision than that she have a certain number of hours beyond a bachelor's degree to be a supervising teacher. Furthermore, the attitudes of the supervisor was also mentioned more frequently as more important than graduate university hours. This coming from the heads of university departments of teacher training points very strongly to the necessity of providing and requiring a formal graduate course in supervision.

Almost all of the responses in the second section (On-going Help for Cooperating Teachers) echo this need. A combination of at least one formal course in supervision and periodic seminars to reinforce that preparation seems to be the ideal if we are to properly train new teachers.

CHAPTER V

SUMMARY, CONCLUSIONS, AND
RECOMMENDATIONSSummary

The purpose of this study was to develop a proposed in-service program for cooperating teachers. In order to achieve this it was necessary to determine what competencies a supervisor should possess and what preparation is desirable.

A questionnaire was sent to 50 Oregon home economics cooperating teachers asking them to rate the importance or competencies. Another was sent to 41 heads of Home Economics Teacher Education Departments asking what preparation they felt a supervisor should have. Some of the more important results follow.

The cooperating teachers replied that 71% of them had never had a course in supervision, 54% had attended three or more all-day seminars and 78% said they had never had any in-service preparation, other than the one-day seminars.

Only half the supervisors found it "easy" to "very easy" to release their classes to the student teacher, but half of them also said it depended on the student teacher.

Of the 30 competencies, 29 were rated by the majority of cooperating teachers as being "important" or "very important."

Cooperating teachers seem to be deficient in the use of many modern methods of supervision and they report a desire to learn them. They were asked to rate six supervisory techniques. They also added 15 areas of supervision that they are concerned about, which indicates a real need of assistance.

Of the home economics education authorities (heads of college departments) polled, 88% said that every cooperating teacher should have a course in supervision, or in-service training. In addition, a large percentage also felt a teacher should have in-service training at regular intervals to keep them up to date in supervision.

Twenty-four percent of the authorities advocated a master's degree or specified hours beyond a bachelor's. These same authorities were among the 88% who stated that all cooperating teachers should have a course in supervision. Also, personal and professional attitudes were mentioned more frequently than additional university hours. As stated by one authority, "The philosophy, self-concept or image, personality and characteristics of a person are as important or even more so than the professional requirements."

Summary of the Literature

The writers agree that "the student teaching experience is one of the most important, if not the most important, phase in the preparation of the teacher." They state that the cooperating teacher

is the key person in this experience and "he should be highly qualified personally and professionally." Furthermore, he should be a "volunteer rather than a conscript."

The student teacher imitates the cooperating teacher, it is pointed out; therefore, ultimately the supervisor influences hundreds of children and youth.

Both the competencies and weaknesses of cooperating teachers are discussed, as is the need for continued training, plus specialized preparation in supervision through a college course.

Conclusions and Recommendations

A number of recommendations are made by the writer as a result of this study.

1. A formal course in supervision of student teachers is a necessity at the graduate level in the university. Most of the authorities (heads of college departments) and writers agree that every cooperating teacher should have a course in supervision.

Most of the respondents felt they needed help in some areas of supervision and a number of them obviously need special assistance whether they know it themselves, or not. The writer will illustrate this with a few examples.

Only one respondent out of 41 consistently rated the competencies as not being important. This is probably the type of teacher a

university should not use as a supervisor. She may ruin more student teachers than she helps. The somewhat negative attitudes of this type of person might be helped by a course in supervision, since she had never had one.

The majority of competencies for a cooperating teacher were checked by from one to seven respondents as "desirable but not always necessary." Many of these competencies would seem important to very important to the writer. It hardly seems possible there could be any reservation about some. To cite just a few examples:

"Set aside ample time for conference with the student teacher." How can the student evaluate her teaching performance without help from the supervising teacher and how can she be aware of or correct weaknesses if conference time is not always provided?

A second example: "Accept student teacher as a junior partner." If the cooperating teacher does not accept the student teacher as a teaching partner how can she expect the pupils to do so? If they look on her as a college student "practicing on them" the student teacher is in trouble.

Example three: "Eager to see growth in others." If the cooperating teacher doesn't enjoy this with the development of the student teacher, it may be possible she wouldn't do so with her pupils. One might ask, "What is there left in teaching then besides the monthly check and retirement?".

2. Seminars, workshops and conferences should be mandatory for active cooperating teachers at regular intervals to keep them up to date on supervisory techniques, for feedback and exchange of ideas in working with student teachers. The authorities and writers emphasize this.

3. An orientation seminar for cooperating teachers should be held at the beginning of the term they intend to supervise. Competencies could then be discussed, along with the responsibilities of the cooperating teacher, the university supervisor and the student teacher. This seminar should be mandatory for those three groups of participants, in order that they may understand the program.

4. The university course in supervision of student teachers should be required in the fifth year program of all teachers. This would assure future cooperating teachers of proper preparation, would introduce them to the area of supervision so that they might decide if they would like to participate in teacher training, and might even cause them to volunteer for the task. Thus, a ready supply of supervisors would be assured. If teachers are not concerned about excellence in the profession, then teaching suffers. It would seem teachers who are dedicated would wish to help other prospective teachers.

It should be remembered that the 41 responding cooperating teachers of Oregon State University Home Economics Education had

supervised 1.7 student teachers per year during their careers. Yet, 71% had never had a course in supervision and 78% had never had in-service training. (This does not include the seminars attended.)

Supervising students without proper preparation is difficult. The one who suffers most, unfortunately, is the student teacher, and this at a time when she has enough concerns without the added handicap of less than ideal supervision, guidance and advice.

The study showed a large number of the cooperating teachers felt themselves to be deficient in many areas of supervision. Many were found to have the same problems. All of them had a desire to learn more about the field.

These facts learned in the study all point to the need of a good in-service program.

5. A Specialist's Degree in Supervision might be awarded to those already having a master's, or a course of study of at least 45 term hours might lead to a master's degree in the area. The course of study might include:

- a. Supervision of student teachers
- b. Advanced methods
- c. Curriculum research
- d. Group dynamics
- e. Psychology of human development
- f. A series of courses in the teacher's specific field

6. Make financial rewards commensurate with the cooperating teacher's importance and responsibilities. Their stipend should increase when they have taken the university course in supervision. Most of the writers agree that the task is worth more than most receive.

7. The university course in supervision should be tuition-free. Those who take it will be doing a service for the university, thus they should not have to pay for it. Also, it might encourage more to seek the specialized preparation.

8. Student teachers should not be required to do extra university work during their student teaching experience. Special presentations and projects for the seminars put too heavy a burden on them at this frustrating and crucial time. Teaching is a full-time job, and nothing should interfere with it. The study shows cooperating teachers are concerned about the student being pulled in two directions--the university and the public school classroom.

9. University supervisor should be a full-time job. So that their knowledge of the public school could be shared with the university student the supervisors could be scheduled for full-time supervision, including seminars for both student teachers and cooperating teachers, one term or semester then teach on campus the following term or semester. During their terms of supervision they should spend all of their time working with the student teachers and cooperating teachers.

10. College and university staff members who are in teacher education should return to the public school classroom periodically to observe teaching in a variety of communities and at various grade levels. They need to be kept up to date on subject matter content, types of young people, youth awareness, discipline problems, and types of equipment and facilities that are actually available to work within public schools. New teachers are too often not trained to cope with the real world. Cooperating teachers suggest university staff members return to public school teaching periodically, but since this seems impossible the next best course should be taken-- that of frequent observation.

Follow-up Studies

Several follow-up studies might be helpful in the areas discussed in this study. A few are suggested by the writer.

1. In order to develop a practical in-service program in supervision of student teachers it is suggested that the heads of leading home economics education departments in colleges and universities around the country be consulted as to the content and success of their programs and courses.

2. A follow-up study might be made up of a questionnaire which will include the suggestions from the authorities in the sections on the preparation and on-going help of cooperating teachers to be

found at the end of Chapter IV. This should be sent to the heads of university departments.

3. Research should be done to develop a method of testing, rating and selecting cooperating teachers. It is obvious that some people are suitable for such a position and others are not, though they may be good teachers.

CHAPTER VI

A PROPOSED IN-SERVICE PROGRAM
FOR COOPERATING TEACHERS

Writers, authorities, teachers and administrators all seem to agree that student teaching is probably the most important single experience in the preparation of the future teacher. It would seem to follow then, that the cooperating teacher who supervises this experience is one of the most important people in the process.

In order to develop cooperating teachers skilled in the field of supervision a proposed in-service program is offered, following several suggested methods of presenting it.

Methods of Presenting the Proposed
In-service Program

Six possible plans for preparing cooperating teachers are listed in the order of desirability, in the opinion of the writer. It will be noted that a combination of two or more methods of presentation may prove to be most satisfactory for particular situations, locations and time limitations.

1. A formal course in supervision initially for teachers who feel they may wish to become cooperating teachers and those who are already cooperating teachers but have not had a course. Follow this with a structured seminar or

workshop at least once a year for those who continue to be cooperating teachers to help them keep abreast of new techniques, publications and methods. To advise them of any changes in university requirements and policies. Provide an opportunity to meet with other cooperating teachers to share ideas, problems and possible solutions. (These seminars or workshops should also follow 2, 3, 4 and 6 below.)

2. Two-, three-, or four-week summer workshops in various locations to present the initial program.
3. One- or two-day seminars spaced out during the year to include the complete course content.
4. Presented as a TV course over the educational channel (or cable TV) for one term or semester, or film the courses on video tapes which could be circulated on a loan basis to school districts.
5. Seminars so structured that they cover the course content in a two-year period of time. These would be repeated, continually updating the information so that it is worthwhile for the experienced cooperating teacher as well as the beginner.
6. Individual study packages such as the LAP (learning activity packages). Upon enrolling in the course the cooperating

teacher would receive a packet from the university department. The teacher then completes the packet and returns it to the university for evaluation and the university sends the next packet to the teacher. This process continues until the cooperating teacher has completed all the packages contained in the course.

Other Educational Technology

The following media or methods of presentation could be utilized as part of the formal courses or workshops, or as Swope (1969) suggests, could be used to take graduate education to the home or a university-sponsored satellite center.

1. Computer-assisted instruction
2. Instructional television (e. g., university TV or cable)
3. Audio-tutorial equipment
4. Tele-lecture
5. Movies
6. Programmed teaching laboratories
7. Film strips
8. Slide projectors
9. Radio
10. Telephone

Swope (1969) lists the methods 1 through 6 above. Monts and

Peterson (1969) suggest methods 9 and 10, but add, "TV or video tapes would enhance presentations and make the instructor appear to be present with students" (p. 447).

Proposed In-service Program

In order to better prepare public school teachers to supervise student teachers, the following brief outline is offered as possible content of a graduate college course in supervision.

I. Introduction

A. Importance of:

1. Student teaching

- a. Culmination of formal study
- b. Putting theory into practice
- c. Growth process as an apprentice

2. Position of cooperating teacher

- a. Key person in the apprenticeship
- b. Exerts great deal of influence over type of teacher student teacher becomes

B. Need for quality supervision

C. Selection of cooperating teacher

1. Personal and professional attitudes desirable for supervision and leadership

2. Attitudes and abilities in addition to those required to be a superior teacher of boys and girls

3. Enthusiasm for teaching
4. Concern for education and preparation of well qualified prospective teachers
5. Honest, positive and unequivocal desire to participate in the student teaching program
 - a. Willing and eager to have student teachers
 - b. Willing and able to share classroom, ideas and pupils with the student teacher
 - c. Feeling of security which determines the amount of freedom granted the student teacher
 - d. Viewed as a professional challenge

II. Understanding student teacher program

- A. Assignment of student teacher
- B. Role of university supervisor
 1. Conduct seminars
 - a. Student teacher
 - b. Cooperating teacher
 2. Visit student teaching centers
 - a. Observe student teacher at work
 - b. Hold two-, three-, and four-way conferences
 - (1) Identify needs of student teacher
 - (2) Identify professional growth of student teacher
 - (3) Guide student teacher in process of self-evaluation

C. Role of cooperating teacher

1. Prepare pupils, department and staff for arrival of student teacher
2. Make student teacher feel welcome
3. Orient the student teacher to the school and department
4. Provide observational experiences for student teacher
5. Help student teacher gradually assume teaching responsibilities
6. Observe student teacher teaching
7. Provide continuous evaluation and criticism
8. Hold frequent, well planned conferences
9. Provide any and all courtesies you would expect when beginning a new teaching position
10. Write a formal recommendation to be placed in the student teacher's file

D. Role of student teacher

1. Devote full time to student teaching
 - a. Do not participate in major campus extra-curricular activity that might interfere
 - b. Do not have another job
 - c. Do not enroll in any other course work
2. Learn about the school, pupils and community
3. Accept and follow policies of the district in which student teaching is done
4. Gradually assume the responsibilities of a full-time teacher

III. Competencies related primarily to:

A. Classroom procedures and techniques

1. Have pupils prepared to accept student teacher as a teacher
2. Acceptance of someone observing me teach for the purpose of learning techniques
3. Ability to observe and record significant evidence
4. Ability to guide the student teacher in the use of her own ideas
5. Ability to set sound, effective, yet creative teaching standards for the student teacher
6. Ability to provide a variety of activities that are characteristic of teacher's work
7. Provide guidance in matters of discipline

B. Working relationship between the cooperating teacher and student teacher

1. Accept student teacher as a junior partner
2. Generate enthusiasm for student teacher among other faculty members
3. Help student teacher feel secure in her choice of vocation
4. Willingness to share over-all teaching plans and goals with student teacher
5. Ability to guide student teacher in making plans to fit the long range goals that are established
6. Willingness and ability to listen
7. Ability to guide student teacher in self-evaluations
8. Ability to accept suggestions and try ideas other than my own

9. Set aside ample time for conference with student teacher
 10. Ability to conduct a conference without dominating it
 11. Ability to be non-judgmental
 12. Ability to empathize with the student teacher
 13. Offer criticism--continuous, specific, and constructive in a sympathetic manner
 14. Help student teacher understand his own strengths and weaknesses and build a healthy self-concept
 15. Invite the student teacher to participate in the professional and social activities of the staff
- C. Transition from observer to active status of student teaching
1. Ability to guide the student teacher into a successful first activity
 2. Ability to not expect too much from the beginning student teacher
 3. Ability to grant student teacher responsibility when she demonstrates readiness
 4. Willing to have the student teacher observe many different teaching situations
 5. Ability to involve the student teacher in the school and classroom situation from the beginning of the student teaching experience
 6. Gradually let student teacher accept increasing responsibility until full teaching responsibility is assumed
- D. Personal characteristics or traits that might be emulated by the student teacher
1. Enthusiasm for teaching

2. Accept others as they are and build on their strengths
3. Eager to see growth in others
4. Ability to be flexible
5. Sets a good example for the student teacher in personal appearance, grooming, speech, and appropriate mannerisms
6. Exhibits interest in continuous self-improvement and educational advancement
7. Shows confidence in one's self and ability
8. Has professional attitude
9. Classroom skill and stability
10. Ability to be patient and understanding

E. Developing broad professional and school responsibilities

1. Concern for up-grading the teaching profession
2. Active participant in local and state teachers' organizations
3. Place emphasis on service to society rather than personal gain
4. Exhibits willingness to accept out-of-class responsibilities
5. Participates effectively in faculty meetings and the work of professional committees
6. Uses sources of current thinking--journals, conferences, yearbooks, workshops, etc.
7. Exhibits cooperative attitude in relations with other members of the staff

IV. Supervisory techniques

- A. Use of Criterion Reference Strategy (Popham, 1969) to help student teacher analyze lessons to see if the behavioral goals set by student teacher were met
- B. Bloom's Cognitive Domain, Taxonomy of Objectives (Bloom, 1965)
- C. Flanders' Interaction Analysis (Flanders, 1963)
- D. Frameworks for observation (Hyman, 1968)
 - 1. Communication skills
 - a. Feedback
 - b. Interaction
 - 2. Cognitive
 - a. Intelligence
 - b. Ability to think
 - c. Content and subject matter
 - 3. Sociological
 - a. Group processes
 - b. Interaction
 - c. Power and authority
 - 4. Games
 - a. Competition
 - b. Win-lose
 - c. Penalty
 - d. Referee
 - e. Coach, etc.

5. Aesthetic
 - a. Creativity of student teacher
 - b. Creativity of pupils
 6. Psychological
 - a. Personalities
 - b. Emotions
 - c. Interpersonal relationships
- E. Evaluation
1. As a continuing process
 2. Assess attainment or non-attainment of previously set goals
 3. Self-evaluation
 4. Use of video tape, audio tapes, interaction analysis and question matrices
 5. Written recommendations
- V. Professional growth
- A. Current college curriculum requirements
 - B. Knowledge of new publications and latest research
 - C. New teaching methods and procedures
 - D. Specific knowledge of working with college age students

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APPENDICES

APPENDIX A
QUESTIONNAIRE

September, 1971

Dear Cooperating Teacher,

May I ask a favor? Will you, as a cooperating teacher--past or present--be willing to fill out the enclosed questionnaire regarding the competencies of a supervisor and return it in the self-addressed envelope within the next ten days?

This is a very important part of my study for a Master of Science Degree in Home Economics Education at Oregon State University. Hopefully this study will give a basis for a more comprehensive in-service program to help beginning cooperating teachers as well as experienced cooperating teachers increase their experience in supervision.

The Home Economics Education staff of Oregon State University is most grateful for your assistance as a cooperating teacher. We feel you are the most important person in providing a worthwhile work experience for our student teachers.

Thank you for your time and help. Your contribution will be of great value. (However, it will not be identifiable in the study.)

Sincerely,

(Mrs.) Jane Winter
Graduate Assistant
Home Economics Education
Oregon State University

APPENDIX A

QUESTIONNAIRE

COMPETENCIES OF COOPERATING TEACHERS

I. Personal Background:

1. Bachelor's degree granted from _____.
2. Highest degree attained _____, Number of hours beyond this degree _____, Date of last formal class(es) attended _____.
3. Have you had a formal course in supervision? Yes___ No___.
4. How many OSU Home Economics Education Cooperating Teacher seminars have you attended? 0 1 2 3 4 5 more than 5.
5. Have you had any in-service training on supervision in your local school district? _____ Elsewhere (Please identify) _____.
6. How many years have you taught? _____.
7. How many years have you been a cooperating teacher? _____.
8. How many student teachers have you had? OSU _____, Other (please identify) _____.
9. Do you enjoy working with student teachers? Yes___ No___.
10. Do you find releasing your class to a student teacher very easy ____, easy ____, so-so ____, difficult ____, very difficult ____, depends on the student teacher ____?

II. School Background:

1. Are the people in the community receptive to having student teachers? Yes___ No___.
2. Is your school administration receptive to having student teachers? Yes___ No___.
3. Is your school staff receptive to having student teachers? Yes___ No___.
4. Do you have a school or district supervisor of the student teaching program? Yes___ No___.
5. Does he influence what you do? Yes___ No___, If yes, in what ways? _____
6. Do you have local supervisory meetings? Yes___ No___, If yes, how often? _____.

III. Strengths and Weaknesses of Cooperating Teachers:

How important do you believe the following competencies to be for cooperating teachers?

1. Very important
2. Important
3. Desirable but not always necessary

4. Of little importance

5. Not important

Please put the number of your belief in the blank to the left of the statement.

- ___ 1. Willing and eager to have student teachers.
- ___ 2. Enthusiasm for teaching.
- ___ 3. Concern for up-grading the teaching profession.
- ___ 4. Accept student teacher as a junior partner.
- ___ 5. Generate enthusiasm for student teacher among other faculty members.
- ___ 6. Have pupils prepared to accept student teacher as a teacher.
- ___ 7. Help student teacher feel secure in her choice of vocation.
- ___ 8. Willingness to share over-all teaching plans and goals with student teacher.
- ___ 9. Ability to guide student teacher in making plans to fit the long range goals that are established.
- ___ 10. Acceptance of someone observing me teach for the purpose of learning techniques.
- ___ 11. Willingness and the ability to listen.
- ___ 12. Ability to guide the student teacher into a successful first activity.
- ___ 13. Ability to guide student teacher in self-evaluations.
- ___ 14. Ability to accept suggestions and try ideas other than my own.
- ___ 15. Set aside ample time for conference with the student teacher.
- ___ 16. Ability to conduct a conference without dominating it.
- ___ 17. Ability to be non-judgmental.
- ___ 18. Ability to not expect too much from the beginning student teacher.
- ___ 19. Ability to observe and record significant evidence.
- ___ 20. Ability to guide the student teacher in the use of her own ideas.
- ___ 21. Ability to grant student teacher responsibility when she demonstrates readiness.
- ___ 22. Accept others as they are and build on their strengths.
- ___ 23. Eager to see growth in others.
- ___ 24. Ability to empathize with the student teacher.
- ___ 25. Ability to set sound, effective, yet creative teaching standards for the student teacher.
- ___ 26. Ability to be flexible.
- ___ 27. Willing to have the student teacher observe many different teaching situations.

APPENDIX A

QUESTIONNAIRE

- ___ 28. Ability to involve the student teacher in the school and classroom situation from the beginning of the student teaching experience.
- ___ 29. Ability to provide a variety of activities that are characteristic of teacher's work.
- ___ 30. Being close to the age of the student teacher.

IV. Help from the University Supervisor:

How important do you believe the following responsibilities to be for university supervisors?

1. Very important
2. Important
3. Desirable but not always necessary
4. Of little importance
5. Not important

Please put the number of your belief in the blank to the left of the statement.

- ___ 1. Help set up the working policies in order to do the best job with the student teacher.
- ___ 2. Explain the student teacher program to the cooperating teacher.
- ___ 3. Have regular conferences with the cooperating teacher and student teacher.
- ___ 4. Observe the student teacher at work and help her analyze her own strengths and weaknesses.
- ___ 5. Give support to the cooperating teacher as well as the student teacher.
- ___ 6. Clarify responsibilities of the student teacher.
- ___ 7. Provide leadership and encouragement.
- ___ 8. Be willing to act as a trouble-shooter when necessary.
- ___ 9. Help the cooperating teacher with methods of evaluation and feedback.
- ___ 10. Be a good listener and provide wise counsel.

V. Supervisory Techniques:

1. Currently using
2. Would like to be able to use
3. Using, but would like additional preparation

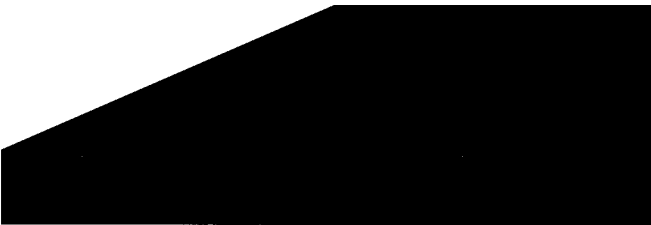
Please put the number of one of the above uses of techniques to the left of each of the following:

I would like to be able to help student teachers---

- ___ 1. Analyze lessons in terms of whether these lessons met the behavioral goals set up by the student teacher.

- ___ 2. Plan and carry through a lesson using Bloom's Cognitive Domain, Taxonomy of Objectives, and going from knowing, to comprehension, and finally to evaluation.
- ___ 3. Analyze with me the teacher-student talk to determine whether the class is more teacher talk than student talk.
- ___ 4. Plan with me and let me analyze the lesson for the teacher strategies used.
- ___ 5. Analyze the kinds of questions they used.
- ___ 6. Video tape lessons periodically throughout term for self-analysis.

APPENDIX A
QUESTIONNAIRE



VI. What would you like to know about supervision?
Please give your reactions to the following question.
About what areas of supervision would you like to know more?

VII. Other comments and reactions to supervision of student teachers.

Fremont Junior High School
1130 North M Street
Oxnard, California 93030
September 1971

Dear Home Economics Educator:

Would you, as a concerned educator, be willing to take the time to answer two open-end questions concerning the preparation of cooperating teachers and return your answers in the enclosed self-addressed envelope within the next ten days?

This is an important part of my study for a Master of Science Degree in Home Economics Education at Oregon State University. Hopefully, this study will give a basis for a more comprehensive in-service program to help beginning cooperating teachers, as well as experienced cooperating teachers, increase their expertise in supervision.

With your help through answering the following questions, we will hopefully be able to work more effectively with our cooperating teachers.

1. What preparation do you believe secondary school teachers should have in order to become cooperating teachers?
2. What on-going help should cooperating teachers have in order to continue being effective supervisors?

Each of these questions is on a separate sheet of paper enclosed to facilitate your response.

As educators we are all searching for more and better ways to perpetuate quality education. Since student teaching is so important, it is essential to provide as meaningful an experience as possible. In helping cooperating teachers to be better prepared to work with student teachers, it is hoped to increase the worth of student teaching.

Thank you for your time and thoughts. Your contribution will be of great value.

Sincerely,

(Mrs.) Jane Winter
Graduate Assistant
Home Economics Education
Oregon State University

APPENDIX A
QUESTIONNAIRE

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What preparation do you believe secondary school teachers should have in order to become cooperating teachers?

What on-going help should cooperating teachers have in order to continue being effective supervisors?

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Appendix Table 10. Years of service and number of student teachers.

Years taught	No. of teachers	Years as cooperating teacher	No. of teachers	Student teachers supervised	No. of cooperating teachers
1		1	10	1	6
2		2	11	2	4
3	4	3	6	3	2
4	5	4	4	4	9
5	5	5	2	5	2
6	4	6	2	6	4
7	3	7		7	3
8	5	8	3	8	2
9	5	9		9	1
10	1	10	1	10	1
11	1	11		11	
12	1	12		12	1
13	1	13		13	
14	1	14	1	14	1
15		15		15	
16		16		16	1
17		17		17	
18		18		18	1
19		19	1	19	
20	2	20		20	3
21	1	21		21	
22		22		22	
23		23		23	
24		24		24	
25		25		25	
26		26		26	
27		27		27	
28		28		28	
29		29		29	
30	1	30		30	
31	1	31		31	